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ABSTRACT

This manual is intended to guide development workers in their efforts to support women's enterprise development. Part I, A Framework for Women's Enterprise Development, provides a brief overview of women's changing economic situation, assistance for enterprise development, and the issues an individual development worker must consider. Part II surveys the resources needed for an enterprise and outlines a planning/decision-making process for developing a business. These steps are described: planning, defining problems and setting goals, gathering information, generating alternatives and deciding among them, forming and implementing a plan of action, and monitoring, evaluation, and change. Activities and tools to accomplish these steps are provided. Examples are also presented as necessary. Part III presents a case study of a volunteer's support of enterprise development. Part IV lists available resources. (YLB)

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SUPPORTING WOMEN'S ENTERPRISE DEVELOPMENT

by
MARLA HANDY

Illustrated by
Kim Winnard

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And, to the women throughout the world who have participated in development efforts and, therefore, contributed the wisdom of their experience to future development work, I extend my sincere appreciation and respect.

Marla Handy
May, 1986

en'ter-prīse, n.

1. an undertaking; a project.
2. willingness to venture on undertakings; readiness to take risks or try something untried; energy and initiative.

Syn.--adventure.

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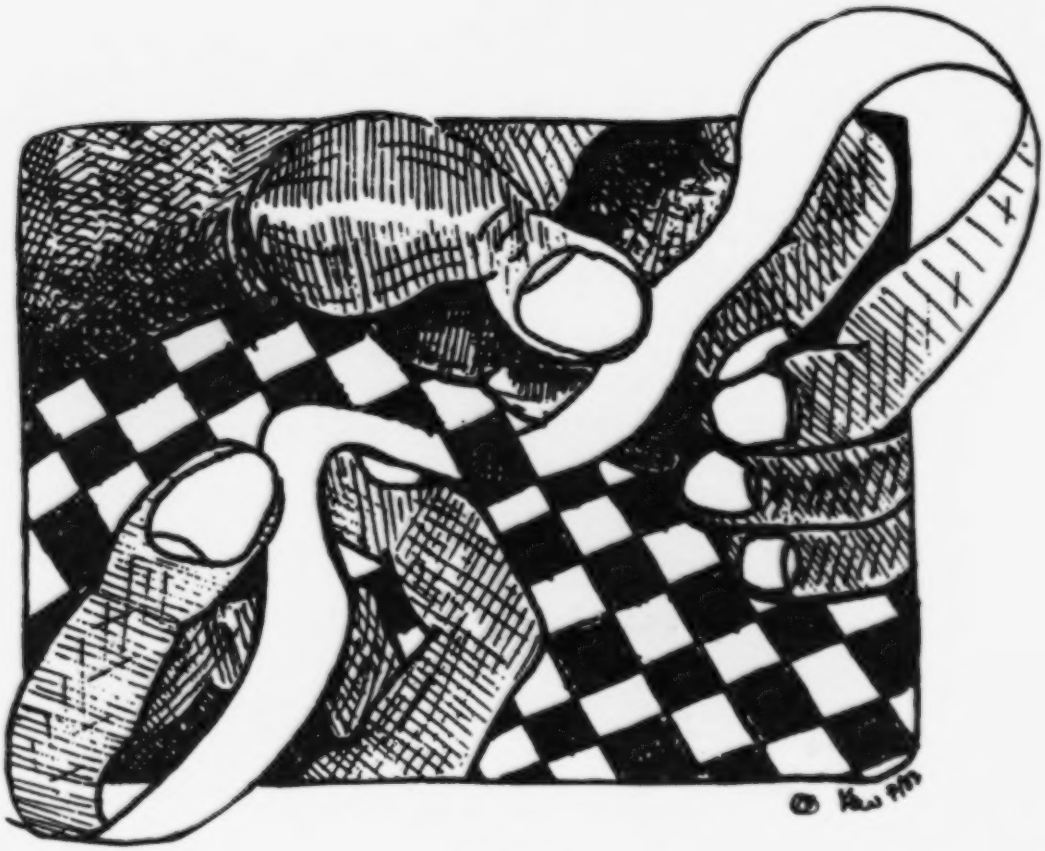
INTRODUCTION

The purpose of this manual is to guide development workers in their efforts to support women's enterprise development. If an enterprise is to be sustained by community women, they must be and feel empowered to do so. The enterprise must be appropriate to their lives, their resources and their level of technical and managerial skill. And, since by definition an enterprise is the taking of a risk, the women must have confidence in the probability of their making it work.

This manual is based on the belief that a) people are empowered by making the decisions that effect their lives, and b) it is the role of the development worker to assist in both the identification of the decisions that need to be made and the factors that need to be considered in making them. It is based on the assumption that, with guidance, women can identify entrepreneurial opportunities and resources in their communities and act on them. By actively involving women in such assessments, development workers can avoid implementing projects which prove to be inappropriate, unworkable and/or ultimately detrimental to the participants.

Part I of the manual, A Framework for Women's Enterprise Development, provides a brief overview of women's changing economic situation, assistance for enterprise development, and the issues an individual development worker must consider. Part II surveys the resources needed for an enterprise and outlines a planning/decision-making process for developing a business. Part III presents a case study and Part IV lists available resources.

This manual is not intended to stand alone as a how-to for the development worker. Rather, it draws upon and refers to many resources that have been developed for working in communities, cooperatives, enterprise development and management, and decision-making/problem-solving skill development. This manual should serve as a guide to the appropriate use of these resources when working with women.



I.

A FRAMEWORK FOR WOMEN'S ENTERPRISE DEVELOPMENT

Chapter 1

WOMEN'S ECONOMIC ACTIVITIES

Most of the world's many cultures include a traditional division of labor based on gender. The rigidity of those divisions, and the consequences of crossing over them, may vary, but most cultures do distinguish traditional "men's work" from "women's work". Both types of tasks have contributed to the economic survival of the family and the community.

Women's work traditionally has centered on maintenance of the family and home. Women have hauled the water used for cooking and cleaning. Women have prepared food - not only cooking but often growing crops, raising some sort of livestock, milling grain, preserving food, gathering fuel. Women have taken responsibility for clothing - spinning, weaving, sewing and washing. Women have cared for and, often,

educated the children. They have produced their own domestic utensils - weaving mats and baskets and shaping pots of clay.

In some cultures, women's work has extended to producing items specifically for trade - weaving blankets, crafting jewelry, or simply growing extra vegetables. Typically, such trade has resulted in benefits for the family.

In an unchanging environment, traditional roles mark a path to survival. But women in developing countries no longer live in an unchanging world and the routine of their traditional work is no longer proving adequate to meet the responsibilities they face.

The developing world is moving to a cash economy. Since most of it is carried out in the home, traditional women's work is typically unpaid labor. Unpaid labor is "invisible" in a cash economy; it is not calculated in the GNP and is often considered of little real value. Thus, in many developing countries, women find themselves both cash-poor and slipping in social status.

> The need for cash is so pervasive and acute that it has also changed attitudes about the relative value of specific types of work. In the past, neither men nor women were paid for performing traditional family duties. Today the availability of work for money is a critical issue because some family needs can only be met with cash. Unpaid traditional roles no longer evoke respect, and women - who frequently have assumed an even share role of these traditional family tasks - consequently have seen their authority erode within the family. (Perdita Huston, Third World Women Speak Out, (Praeger, with the Overseas Development Council, 1979), p. 24)

Changing circumstances have also added to women's work burden. As rural men have migrated to the cities in search of paying jobs, women have been left to carry on both their own work and that left by the men. As local natural resources

diminish due to development, increasing population, poor conservation practices and/or cyclical droughts, women must walk further to find and haul water, firewood and the "bush" foods that traditionally sustain their families in times of poor harvests.

Unfortunately, in some instances, well-intentioned but misguided development efforts have also contributed to women's problems:

> . . . in a rice project in Upper Volta, land was parcelled out to family heads on the basis of the number of family members who could work in the rice field. Men and women traditionally worked together in the grain fields, the surplus of which belongs to the men. It is customary for women to provide the vegetables, served as a sauce for the staple grains, and to trade or sell items in order to obtain personal articles for themselves or their children. The project provided no separate land for women's gardens nor allowed women time for trade or other income-generating activities. Men earn more than ever; the income per family is higher, despite the fact women no longer have separate incomes. Men give some, but apparently insufficient money to their wives to buy vegetables and other sauce ingredients. As a result, social worker studies report increased incidence of malnutrition in the project area. Reports show a decrease in social contact for women who no longer have the personal funds to buy the gifts expected if they return to the home village to attend weddings, funerals, etc. On the other hand, the social activities of the men have increased with growing numbers of men owning motor bikes and dress clothes. The project, now a locally run cooperative, is frequently cited as a success because of the increased per family income. (Hoskins, Marilyn W., "Income Generating Activities with Women's Participation: A Re-examination of Goals and Issues." (WID/AID, 1980) pp. 20 - 21.)

This example not only illustrates the need to consider the impact of development projects on women, but underscores the importance of women's income to the well-being of the family:

> Studies have documented, for example, that overall household income is not as significant a factor in the status of child nutrition as the income of the mother. Because women's income is most often used to buy food, whether or not women are responsible for feeding the family, increases in this income tend to improve the quality and quantity of food, but increases in men's income do not. Meanwhile, increases in men's income tend to go to productive investments, consumer goods, or entertainment, and only occasionally to help out their wives with cash for food in case of emergencies. (Reprinted by permission of Westview Press from Women in Third World Development, by Sue Ellen M. Charlton. Copyright (c) 1984 by Westview Press, Boulder Colorado.)

Many development efforts which have been specifically intended to improve women's economic situation have focused on the establishment of enterprises in which women produce handicrafts, especially for the export market. While such endeavors sometimes do generate income, they raise questions about their broader implications and long-term value. In most of these businesses, women do not act as entrepreneurs or managers, but rather supply a resource, their traditional skills. Enterprises that use women's skills in this way tend to be time- consuming, low-paying and labor-intensive, and offer few opportunities to develop new skills or build on old ones. (Dhamija, Jasleen, Women and Handicrafts: Myth and Reality, Seeds No. 4)

Projects such as these do little to increase women's capacity to deal with a changing world. Rather they focus on a single skill whose value is dependent on a market which is extremely vulnerable to shifts in both global economics and fashion:

> In an example in Central America, an active new industry for export to exclusive stores in the United States and Europe was based on upgrading the traditicnal cloth handicraft. However, five years later, the demand suddenly shifted to a cloth with a slightly different pattern from a similar project in a neighboring country.

The first group of women were left without orders. (Hoskins, Marilyn W.,"Income Generating Activities with Women's Participation: A Re-examination of Goals and Issues." (WID/AID, 1980) p. 7)

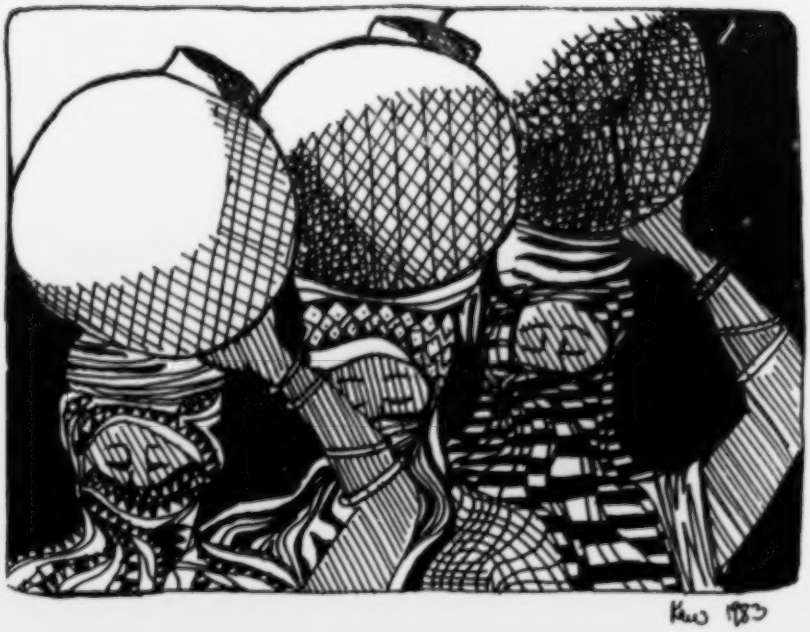
Women have attempted to cope with their economic situation through entrepreneurship. Their efforts are evident by the large number of women in the ranks of "micro-entrepreneurs" in developing countries, those who survive on a day-to-day basis through marginal economic activities. It is often difficult for women to establish truly viable enterprises because their traditional roles and expectations have limited their opportunities to develop skills and gain access to resources needed to do business.

Since their traditional work has seldom required it, formal education for women has often been regarded as, at least, an unwise investment of time and, at worst, dangerous. As a result, women are far less likely than men to be literate or to possess the numeracy skills needed for financial management. Lack of experience in formal educational systems often restricts women in other, subtler, ways. They may not know how to find needed information and the lack of contact with non-family members may make them hesitant to deal with others in a business setting.

Since women remain primarily responsible for child care and household maintenance, they can usually devote only limited amounts of time to a business. They must choose and structure enterprises that accommodate their other demands. This may mean only seasonal operation or an organization that allows women to work at their own pace at home.

Another major problem women have faced when attempting to develop businesses is limited access to credit. Not only do traditional lending institutions seldom make loans in the size appropriate for a micro-enterprise, but cultural perceptions and their lack of training and collateral make women appear to be poor credit risks. Usually, the only alternative source of credit is a local money-lender who may charge interest at the rate of 20 percent per month for relatively large loans to established customers. It is not unusual for such lenders to charge smaller, unsecured loans at an interest rate of 20 percent or more a day.(The Pisces Studies: Assisting The Smallest Economic Activities of the Urban Poor. Ed. Farbman, Michael (AID, 1981) p. 28)

Despite the constraints they have faced, women continue to struggle to maintain or increase their economic contributions to family and community. The development worker seeking to assist women in the development of their economic activities must be aware not only of their constraints and need but also of their determination and resourcefulness.



Chapter 2

DEVELOPMENT INTERVENTIONS

In 1978, the United States Agency for International Development funded a study to determine if and how the smallest economic activities could be assisted through development efforts. The study surveyed enterprise development projects in Africa, Latin America, India and the Philippines and, in 1981, The Pisces Studies was published. Although the study did not focus specifically on women's enterprise development, the projects surveyed mostly assisted women entrepreneurs. It was found that ". . . the smaller the size of the businesses reached, the larger the proportion of women business owners." (p.45)

The Pisces Studies concluded that the smallest economic activities could be assisted through development efforts and identified the characteristics of the most effective programs.

These include:

- Program design based on locally identified needs and, associated with this, progam flexibility. Effective programs evolved. They were not simply planned and implemented.

- Good outreach and, associated with this, staff that can organize on a grassroots level. A staff trained in business did not appear to be necessary, whereas staff ability to relate to people in a poor community was key to program effectiveness.

- The establishment of new individual businesses that were no more complex than those common in the community.

- Provision of, or access to, a range of services, such as credit and training.

In general, the most effective projects reflect the plans and desires of those they serve and to the degree possible stay close to the level of skills and knowledge that commonly exists in the community. (p. 39)

Although all of the effective programs shared these characteristics, they differed significantly in focus, design and delivery, depending on the population of entrepreneur they were attempting to assist. The study report states that, "Beneficiaries of projects tend to perceive themselves and their enterprises differently, according to the amount and type of entrepreneurial exposure they have had. Their basic orientations reflect different strategies, needs and growth potentials." (p. 19)

These orientations were described at three levels:

Level I - Marginal Micro-enterprises. People at this level are in extreme poverty and they do what they must to "get by". They do not see themselves as entrepreneurs and they do not consider their economic activities to be businesses. They are not systematic in their activities and, for the most part, live day-to-day. Most roaming street vendors who sell small items are at this level of enterprise, as are scavengers of bottles and cans.

Level II - Very Small Micro-enterprises. People at this level have a general understanding of business practices, consider themselves business people, and will usually invest whatever resources are available in the enterprise. They have the potential of producing enough income to meet their basic needs. An example of a Level II enterprise is a woman who began a tortilla business by making a few extra tortillas for a neighbor who spent her days at the market and does not have enough time to make tortillas for her family. The woman soon discovered that many neighbors were willing to pay for fresh tortillas. She employed one daughter who was old enough to make tortillas correctly and had the other daughter wash clothes and tend the baby so she could devote more time to her income-producing activity. (Pisces p. 20)

Level III - Small Micro-enterprises. People at this level have a more substantial enterprise, have better skills, and understand the basic principles governing their markets. Their operations are tiny, but they are flexible enough to expand if and when the opportunity arises. An example is the owner of a chicken shop in the Philippines who grew plants in her home and began bringing them to her shop to offer them for sale. When trade at the market began to expand, she had a daughter prepare snacks on a little stand outside the shop. The sight and smell of the hot, freshly prepared food in front of the small, clean shop drew customers for both the chicken and the plants. (Pisces p. 20)

The individual development worker can use the findings of The Pisces Studies as a guide in her work. To aid in this application, a nine-question assessment tool is provided at the end of this chapter. The tool is designed to help the worker identify the level of enterprise existing in the community in which she works.

This assessment can serve three functions. First, it may help a worker to better define the target population of her efforts. If the worker finds that each of the statements on the assessment is true of someone in that community, then the community is probably too diverse to be assisted through a single approach. (All women within a given culture or area may share problems in enterprise development and may benefit from some shared service, but a woman with a tiny, but viable seamstress business has very different needs from those of a

woman who scavenges for soft drink bottles to buy her daily meal.)

Secondly, the information gathered using the assessment tool represents a minimum level of community knowledge a worker should attain before choosing an intervention strategy or role. It is unlikely that a development worker will be able to select an appropriate approach if she is not familiar enough with the target community to answer these questions.

And, finally, by identifying the existing level of enterprise, the assessment can guide the worker in choosing an appropriate approach for use in her community. As stated, The Pisces Studies found that the programs designed to address the needs of each of the three levels of existing enterprise have been very different in focus and delivery.

Those programs intended to assist small micro-enterprises (Level III) have dealt primarily with individual entrepreneurs. The focus of these programs has been quite narrow: increased income and employment. Services provided to individual entrepreneurs have included management training, business consultancy, and, very importantly, credit.

If the worker's target community appears to be at Level III of existing enterprise, then its members consider themselves business people. Their stated needs are likely to concern the operation and growth of their small enterprises. The worker may perceive those needs differently, but there is a recognized shared goal between the development worker and the business owner(s) - continued enterprise development. Since that continued development may depend on cooperative efforts between entrepreneurs, the development worker may want to consult resources on cooperative development. (The Peace Corps ICE packet P5, Cooperatives, is a good place to start.)

In any case, resources on small business consultancy will be of help. (Peace Corps manual M14, Guidelines for Management Consulting Programs for Small-Scale Enterprise, is recommended.)

Programs for very small micro-enterprises (Level II) often focus on organizing groups of business owners toward goals such as collectively guaranteeing loans. Groups may also receive training and other services.

If the worker's target population appears to be at Level II of existing enterprise, then resources on community organization and cooperative development should be of help. The Peace Corps ICE packet P5, Cooperatives, may be useful but a more practical place to start may be the Peace Corps ICE manual M18, Agricultural Extension. (Although the focus of this manual is specifically agriculture, the process and tools presented for working with a community and organizing cooperative activities is applicable in many settings.)

The programs designed to address the needs of those people without businesses or with marginal micro-enterprises (Level I) are usually community-based development efforts. Since needs are so great at this level, the programs are as concerned with access to basic services such as health, education, nutrition and sanitation as with developing businesses. Enterprise development is usually focused on creating new individual or collective businesses to provide enough income to meet basic needs while increasing self-esteem and self-worth. (Pisces p. 22)

Unlike small business consultancy with individuals or management assistance with cooperatives, enterprise development work in these circumstances is often not directly business or management related. Whereas a small business consultant may help an entrepreneur make better decisions, a community based

enterprise development worker may start by first helping women realize that they have the ability to make decisions for themselves. The work can involve intensive community organizing and/or preliminary skill building through leadership development, using such programs as the Overseas Education Fund's Navamaga or Women Working Together. For this reason, community-based enterprise development efforts are often more time-consuming than group- or individual-based ones.

When faced with so many needs in a community, a development worker may be tempted to simply identify a business opportunity, organize an enterprise, enlist community members as workers and try to train someone to manage it when she leaves. When development workers start and run businesses, they take on the roles of technical expert (feasibility, marketing, etc.) and teacher (bookkeeping, pricing, etc.). Both of these roles are fairly directive and solution-oriented ("You should sell X." "This is how you do Y.") The community is given answers rather than the opportunity to learn problem-solving skills. Although the community may have identified the need for income and, by extension, the enterprise, the exploration and definition of the problem and the search for resources involved in actually starting and managing the business are often done by the development staff.

It is very difficult for such businesses to ever become self-sufficient because they are founded on the development worker's technical, managerial and problem-solving skills, not the community's. The "success" of the program becomes entirely dependent on the development worker's ability to find or train someone who can cope with the situation she has created. Training individuals to take on these functions once the enterprise is operational has often proven more difficult than anticipated because there is not a shared understanding of the problems the business faces or the solutions that have been

> "An embroidery project in the Peul area of Upper Volta may be a dead-end project although it does increasing business every year. When the expatriot project managers are not present the Peul women cannot quote prices or handle a sale nor are any being trained to do this in the future."
>
> Marilyn W. Hoskins
> "Women in Development:Income Generating Activities with Women's Participation"
> (WID/AID) p. 7

implemented. This lack of understanding can lead to diminished self-confidence in the very people the enterprise was intended to assist.

The worker must be able to see enterprise development as part of a larger effort focused on assisting community members in defining problems and identifying resources - on helping them find their own solutions. This requires a far less directive role, one in which the worker asks questions more than she gives answers. The goal is to allow problems to be seen in a broader perspective and to spark an awareness which, once gained, is impossible to lose.

This manual describes a problem exploration approach to women's enterprise development. It is focused on supporting the development of group endeavors in a community organization setting (community-based programs). This focus has been chosen partly because of the large proportion of marginal micro-enterprises (the level of enterprise most often assisted by community-based programs) that are owned by women.

This focus has also been chosen because working together as a group may provide the only means for women to compile enough resources to start an enterprise. This is especially

true if women must first coordinate household and child care activities to find time for an enterprise.

Group endeavors have other advantages. Combining resources and efforts provides an economy of scale to the enterprise. Purchasing, production and marketing can often be done more efficiently as a group.

An organized group can provide women both the social flexibility and the personal confidence to participate in an enterprise. In many cultures, it is not considered safe and/or appropriate for women to carry out certain tasks alone; the group provides social and physical protection. For women whose mobility is restricted, a cooperative effort may provide the only possibility for participation in an enterprise.

Often, a group is able to develop more credibility, and therefore, better access to resources, than individuals acting alone. An organized group is more likely to obtain credit, training or a needed technology than an individual asking on her own behalf. (Marilyn W. Hoskins, "Women in Development: Income Generating Activities with Women's Participation" (WID/AID) p.12-13)

Provided there is not a strict division of labor within groups, working together also offer opportunities for the transfer of skills and the sharing of advice and experience between group members.

INCOME GENERATION AND ENTERPRISE DEVELOPMENT

When efforts to support economic activities are discussed among development workers and agencies, the terms income generation project (IGP) and small enterprise development (SED) are often used. Although no specific definitions have been agreed upon for these terms, they commonly refer to two types of economic endeavor that use different levels of resources, have different growth potentials and, often, lead to the development of different degrees of self-sufficiency for participants.

The term "income generation project" usually describes a small, part-time endeavor intended to produce a limited amount of cash in a relatively short period of time. These projects are seen as a means of producing supplemental income and, in general, are not expected to ever produce more than that. The implied product of an IGP is income, which suggests that a successful project may simply provide jobs.

"Enterprise development", on the other hand, usually refers to the development of businesses which are expected to be on going, growing entities which will one day generate enough income to provide for the basic needs of the entrepreneur(s). The product of enterprise development is enterprises, so it is implied that beneficiaries of successful SED efforts will have their own businesses, not jobs.

The development worker should be aware of these terms not for their descriptive value (or lack thereof) but for the perceptions often associated with them. Efforts to promote women's economic activities are often called income generation projects while efforts with men are usually referred to as small enterprise development. The choice of language and expectations seems to be based on assessments of the resources

available for an endeavor -- particularly time -- and assumptions about women's need for cash and/or economic self-sufficiency.

Since women usually have the time-consuming responsibilities of food production/preparation, home maintenance and child care, they often can undertake only part-time or seasonal businesses. While such constraints may influence the choice and/or rate of growth of an enterprise, they do not justify limiting women's options to those that offer no opportunity for growth, expansion and ultimate self-sufficiency.

It is therefore suggested that the development worker consider all such economic activities to be enterprise development, recognizing that enterprises need different resources, have different growth potentials and vary in the time required to show a profit.

TOOL

ASSESSING CURRENT LEVEL OF ENTERPRISE

For each of the following: If the statement is true for the community members with which you intend to work, check all boxes to the right of the statement.

		I	II	III
1)	Individuals have no businesses at present.	☐		
2)	Individuals have businesses and can articulate plans they have.		☐	☐
3)	Individuals do not have their basic needs (food, shelter, etc.) met.	☐	☐	
4)	Individuals see themselves as business people.		☐	☐
5)	Individuals do not schedule their work and/or buy what they need for their economic activities on a day-to-day basis.	☐	☐	
6)	Individuals invest whatever they have (time, money, space, etc.) in the enterprise.		☐	
7)	Individuals can describe what influences their market.			☐
8)	Individuals do not describe their economic activities as business, but as a matter of "getting by".	☐		
9)	Individuals have enough flexibility to expand their enterprises if and when the opportunity arises.			☐
	Total the number of boxes checked in each column.	☐	☐	☐
	Level	I	II	III

According to The Pisces Studies, if community members are primarily at Level I, a community-based program will probably be most effective; Level II, a group-based program; Level III, an individual-focused one. (The assessment is weighted more heavily toward Level II because many individual- and community-based programs include aspects of group-based programs.)

Chapter 3

CONSIDERATIONS FOR DEVELOPMENT WORKERS

As was stated in Chapter 2, this manual is directed toward the development of women's group enterprises in a community-based setting. Such work requires a certain awareness on the part of the development worker. The worker must be sensitive to the community's priorities. He must be able to identify a subgroup of women in the community with which to work. He must be sensitive to the influence women's husbands and families may have on their participation. And, finally, he must know how to work with groups.

A development worker must recognize and work within the context of a community's expressed needs. People at this level of enterprise often do not see themselves as business people so they do not necessarily share a clear goal of enterprise development with the worker. They may have a clear need for cash, but they also have many other needs. The development worker should realize that, though community members may recognize this need, they have not necessarily committed themselves to starting a business venture to generate income. Therefore, a development worker must not try to "sell" enterprise development as a solution to the community's or the women's problems. It is better for the worker to assist in the identification of priorities and appropriate development activities. In doing this, discussions which explore the cause and effect of problems and the means and ends of solutions may be helpful. (The case study presented at the end of this chapter provides an example of such a discussion.)

If the worker hopes to work specifically with women on developing their economic activities, he will need to identify a female subgroup within the community that would like, and feels free to accept, assistance from him in defining and solving their problems. The ease or difficulty he has in doing this will depend on the culture, the community and the relationships he has established.

Members of this subgroup may differ from each other in many ways, but they should share certain characteristics. They must be willing to work in a group or at least be willing to explore the possibility of working with others. This requires both personal willingness and social mobility. They must have the time to participate in an undertaking as well as the personal flexibility to be able to choose to spend their time in that manner. They must also have some willingness to explore problems and search for solutions.

Studies have shown that cooperative enterprises can be established more easily if they are built on a group that is already working together informally. (The Pisces Studies: Assisting The Smallest Economic Activities of the Urban Poor. Ed. Farbman, Michael (AID, 1981) p. 39) The existence of such a group demonstrates a willingness and some ability to work together. In most instances, such a group has some experience in exploring and resolving problems. A development worker should attempt to work with an existing group if available.

If no such group exists, the worker may want to initiate the formation of one. Forming new groups to work on problems is an aspect of community organizing. If the development worker is new to this type of work, he should consult resources such as Peace Corps ICE manual M-18, Agricultural Extension, which discusses the steps and issues involved in bringing farmers together to form a cooperative.

The initial steps in organizing groups include individual discussions with potential members to identify common concerns. Through these early discussions, the worker may find that, though there is a need for income, other problems, such as poor health or a heavy work load, will prevent women from participating in an endeavor. The worker must be flexible enough to focus on the most pressing of the women's identified needs. If a worker does focus on a non-enterprise development area, he may be able to integrate enterprise-related skill-building into the work. For example, a sanitation project could include planning skills training.

Whether working with a newly formed or an existing group, a worker may discover that his perception of greatest need is not the same as the women's. Although the worker must focus on the women's priorities, he may find ways to work gradually

toward his. A Peace Corps Volunteer working in Papua New Guinea described such an arrangement:

> "The women wanted to make money by operating sewing businesses. I experienced a conflict of interest because I saw a much greater need for improved nutrition - better gardening, cooking methods, and health (this area has one of the highest malnutrition rates in the country), but the women felt "development" was a sewing machine in every village. I resolved this by using the sewing project as an opportunity to incorporate cooking and nutrition discussions into their days of sewing/ meeting. Perhaps the women will be encouraged to use project income toward alleviating malnutrition by purchasing garden tools, seeds, etc." (Letter to the Office of Women in Development, U.S. Peace Corps)

A worker may also find that the women's personal preferences in selecting activities contradict his definition of development. If this is the case, again, the development worker must take care not to impose his own ideas on group members. Sue Ellen M. Charlton comments on this situation in Women in Third World Development:

> What the women desired was a traditional feminine skill that would not earn them income in the traditional sense often sought by development planners. At least initially, teaching women to sew to meet family needs would have no commercial value, would not bring the women into the modern sector, and would not enhance their participation in or control over the course of development. . . .It must be acknowledged, however, that the women's preferences were appropriate, rational and feasible in the context of their lives, and if we accept the premise that development means, in large part, enhancing individuals' control over their own lives, then a sewing project is a viable part of development. Moreover, such a project - which does not directly generate income - need not be a concluding activity; it can be a step - via enhanced skills, improved standard of

> living, and a greater sense of efficacy - toward more broadly based development activities. (Reprinted by permission for Westview Press from Women in Third World Development, by Sue Ellen M. Charlton. Copyright (c) 1984 by Westview Press, Boulder, Colorado)

Working with women can be more complicated than working with other groups because women often do not live and work as independently as other populations. Their lives are intricately connected to their families and their community. In some circumstances, if an endeavor is not supported by family and community, those connections can restrict the social mobility and time women need to participate.

A development worker may be able to facilitate acceptance of new women's activities through individual or group discussions with husbands, parents and/or community leaders. Such discussions can highlight how the activities contribute to family/community goals (see case study at the end of this chapter).

It may also be helpful to include women's husbands in some stages of developing an enterprise as a means of gaining their support. Husbands and family members can prove to be a valuable source of information, contacts, or even training. Allowing them to gain a better understanding of the enterprise by including them in the planning process will also limit the possibility that they will be threatened by the women's activities. Care must be taken, however, to prevent husbands or others from making decisions or doing planning for the women, and to see that the benefits of the women's work will go to the women themselves.

> "Sometimes, women feel they have no control over benefits if the organization includes men. On the other hand, in Guinea women stated directly they would prefer a proposed firewood producing project

be organized through the total community rather than through their women's groups. They saw their time as already over-extended and felt husbands would appreciate their contributions to a communal effort, whereas the men would resent the time spent on a "woman's project". ("Income Generating Activities with Women's Participation: A Re-examination of Goals and Issues." Hoskins, Marilyn W. (WID/AID, 1980) p. 12)

The worker must also remember that it is the women who must decide whether - and at what level - husbands and/or family are invited to participate in an endeavor.

WORKING TOGETHER

Most problems that arise in group-owned and -managed projects concern lack of organization, a limited sense of responsibility on the part of members, and disputes over decision-making. Sometimes these problems are due to a lack of skills and information, but more often they stem from distrust and lack of group cohesion.

Trust and group cohesion are not automatic. They develop slowly through experience (as opposed to simply time) with each other. When these problems arise in a group, it is often because the group is attempting to take on more than it is ready to do.

Groups can be described as "growing through" three stages* which are defined by the proportion of time members spend

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* This is a greatly simplified version of a group development theory which appears in the Training of Trainers Manual, U.S. Department of Health and Human Services (Washington, D.C.: U.S. Department of HHS, 1980.) There are several models of

concerning themselves with their own needs, the group's needs and the task(s) at hand.

In the first stage, members are most concerned with themselves. They wonder how to act, where they fit in, whether participation is worth their time, what they have to offer, whether they will have any influence and just how much they can trust each other. They spend a much smaller amount of time being concerned with how the group is interacting as a whole, and a smaller amount yet thinking about the group's task(s).

This stage is sometimes difficult to recognize since much of the conversation may focus on possible group undertakings. However, at this point, goal-oriented discussions are probably most important to members as a test of how their individual perceptions are handled. For example, if it appears that the group would be dominated by one individual, some may conclude that they will have no influence and decide not to participate.

Working with a group which is at this stage in its development can present special challenges for the development worker. If discussions are active and ambitious, the worker may be tempted to initiate an income producing project, fearing that interest may die out if concrete results of participation are

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group development and they vary in the number of identified stages and, therefore, the characteristics associated with each stage. If a worker has little experience working with groups, it is suggested that he familiarize himself with at least two models of group development to develop a perspective on this often exciting, but potentially confusing and frustrating, work. The Peace Corps ICE manual M-18, Agricultural Extension, contains a more complete version of the model presented here, including an in depth discussion of four stages of development, and the personal relations and tasks associated with each. A ten stage model is also provided at the end of this chapter.

not immediately visible. However, a project organized to support fragile commitment is unlikely to stand on its own. Rather, the group's commitment must support the enterprise, especially as problems arise and the rewards seem furthest away.

On the other hand, if meetings have been initiated by the worker, participants may be quiet and passive, waiting for direction. The challenge, in either case, is to direct that attention to the group, to the identification of shared problems and potential resources.

A worker can best support the development of a solid group enterprise by first supporting the development of a solid group with solid skills. Structuring opportunities for members to gain experience by working together on shared issues is helpful in this regard. Nonformal education sessions and discussions that explore problems and resources and teach planning skills (Part II of this manual) are not only helpful, but may be absolutely necessary. Incremental cooperative efforts (discussed below) that build skills and resources also provide such opportunities.

The group has entered the second stage of development when members are as concerned with the "group's needs" as they are their own. It becomes clear that members like the fact that the group exists and are willing to put effort into keeping it together and working.

Having been assured that they will be heard, members make it easier for others to speak. Knowing they are accepted, they can encourage others. Trusting that they have influence, they can compromise.

As members trust each other more, the group becomes more cohesive and develops an identity of its own. Its own leaders emerge or are affirmed. A development worker may recognize this stage less by how it looks than by how it feels. He may not be as needed and, at times, the group may resist the worker's influence.

It is important for this shift in the worker's role to occur, that the group members learn to trust and rely on each other, before a very complex enterprise is initiated. Otherwise, the endeavor is highly unlikely to succeed without outside support.

In the third stage of group development, members are able to divide their time quite evenly between their individual concerns, the group's concerns and the job that the group sets out to do. The individuals' and group's needs remain active and must continue to be addressed, but they are no longer as demanding as they once were. The group has time and energy available to go to work on other problems.

INCREMENTAL COOPERATION

To own and manage a successful enterprise, a group of women must have skills, resources and the ability to work together and they need to have reached a level of competency in each of these areas adequate for the complexity of the endeavor they are undertaking. Building this "readiness" is an incremental process and participation in non-cash- producing economic activities may be desirable toward this end.

Examples of such activities and their benefits are:

Savings Clubs - Members of savings clubs contribute a given amount of money each week. Then, once a month or so (time determined by members), one member receives the entire amount that has been collected. This allows each member to have a fairly large amount of money at one time to spend as they please.

The establishment and operation of a savings club provides a mechanism for members to learn to work together and trust each other with money. Members can see the benefits of involvement within a relatively short period of time. Keeping track of individual contributions and the total amount saved provides an opportunity to learn simple numeracy and/or bookkeeping skills.

Saving money is an accomplishment. It not only encourages confidence, pride, and a sense of ownership in members, but it helps members see the growth/use potential of money.

Savings clubs also create a financial foundation on which its members can rely - and draw upon to invest in an enterprise at a later point. (It is easier to invest savings in an enterprise than to risk today's food money.)

Producing Items for Group Consumption - Members may want to organize to produce an item (or service) only for their own consumption.

These activities provide women the opportunity to gain experience in managing resources and production on a scale larger than their individual households.

If the item is one that members have produced individually -- for example, tortillas -- this may serve primarily as a time-saving activity. If it is something which members have been purchasing, it is a cash-saving activity. In either case, the rewards are easily identified.

If the item is something which is hoped to be produced for sale at some point, this can be an exercise in production levels and quality control. Members learn to judge how much of a product they actually use and can practice on themselves while they improve their quality.

Requesting Training and/or Other Services - Members may request training and/or other services from government or private agencies which are unrelated to the development of a cash-producing enterprise.

Organizing to gain access to resources affirms the potential of working together.

Supplement A
Chapter 3

WOMEN, COMMUNITIES AND ENTERPRISE DEVELOPMENT:

A Case Study

(Adapted from a case presentation of Save the Children/Community Development Foundation in "Criteria for Evaluation of Development Projects Involving Women". (Technical Assistance Information Clearing House, American Council of Voluntary Agencies for Foreign Service, 1975) pp. 27 - 30.)

When the Community Development Foundation came to the remote village of Esquimay, in southern Honduras, they found it situated on a plateau, surrounded by dry, hilly terrain that afforded one harvest a year for sorghum, beans, and corn. Vegetable gardening simply did not exist. Men would return from long, hot hours in the fields listless and exhausted.

The primary source of income for Esquimay was the sale of rosquillas, hard biscuits made from corn and cheese. Women would rise at four a.m. to grind the corn and prepare the dough. Grinding alone would consume such a tremendous amount of time that the supply could only satisfy part of the demand. That demand was in the hills and towns, some of which were 17 kilometers away. The women would do all the marketing themselves, making the long journey only after they had baked enough rosquillas.

CDF assistance was requested by a housewive's club. After hearing a description of the village's economic situation by the club, CDF staff surmised that the community might identify its key development issue as increased rosquilla production. However, they realized that first the whole community, men and women together, would have to recognize itself as an economic unit. Then, it could realize its potential as a decision-making unit, and collaborate on economic objectives and plans of action. A community meeting in the village church was called at CDF's request to determine how this process would work. As expected, the men were somewhat resentful of women being included, but they seemed to accept it provisionally, probably because they realized it was a housewive's club that had invited CDF there, and because they were interested in what would happen. CDF staff

realized that for both men and women this was to be a strange new bilateral planning process and that it would be thoughtful but not excessive guidance that would put people at ease with it.

The community was asked to identify their first development objective, and their reply was not what planners had expected. They said that they wanted to build a new school for their children, because the building they had, with a government-supplied teacher, was in poor condition. This might have been what they thought a voluntary agency would like to hear -- that their prime concern was making their children happy through education, and that education alone superseded all other priorities in their minds. Nevertheless, CDF planners were not there to reject their priorities but to get the community to systematically think through its conclusions and evaluate them in terms of maximum community benefit. Will this money for a school replenish itself? No, it disappears when spent. Then how would you raise that much money if you were to finance this project yourselves? Through an exploratory discussion it was revealed that their only source of income came through the sale of rosquillas, and that they had a good market but poor production capacity. Now they were considering means of increasing output to augment their income.

However, before CDF would discuss any labor-saving technology, the community had to identify the major obstacle to full production, and for this the women's role had to be considered carefully. In addition to producing and selling rosquillas, women were responsible for household duties and for caring for their children. Washing clothes and drawing water were endless chores, especially when coupled with the steep climb from the stream back to the village. It was becoming apparent to the community that these responsibilities in themselves were very extensive and that when combined with rosquilla trade they left the women no free time. How would increased corn production through intermediate farming technology boost rosquilla output when women already were overloaded with work? It was obvious that any labor-saving device would have to alleviate women's hardships.

The community reasoned that the long hours required to grind the corn caused the most severe strain and also was the major obstacle to increased production. CDF therefore donated the down payment and made a loan of the first installment for a motor-driven mill which grinds corn in a matter of seconds. Women pay the mill operator a small fee per pound, which is deposited in the community treasury. Budgeting with CDF, the community has estimated that the $1000 cost can be repaid within a year and a half. In fact, the treasury will have sufficient funds for a new mill long before the end of this mill's ten-year life span.

Esquimay's accounts show that rosquilla production could now exceed 10,000 per day. Yet, women's work in this area has decreased appreciably, and they are free to become involved in other activities of their own choosing. Furthermore, the process of selecting appropriate technology and operating it for common benefit has greatly increased the village's initiative in planning other endeavors. For instance, at community request, an extension is being added to the community center, With CDF assistance, they began a small cooperative store inside, and now are ready to expand it. The construction work is being completed without remuneration, and all store profits are deposited in a community fund which exists in part to ensure the children's educational expenses.

Meanwhile, the old school building has been renovated by several volunteers.

10 STAGES OF GROUP DEVELOPMENT

(From "10 Stages of Group Development-When to Help, When Not To," Vista Currents, Jan/Feb, 1981. Originally published by New Jersey Community Action Training Institute in a manual called Organizing Groups: Guide for the Organizer by Frank Berry)

The information that follows is intended to help the organizer by outlining ten stages of group development and by pointing out different actions to spur the process. The most important goal of group development is that the group decide on a common purpose and, in the process, build enough trust and commitment in its membership to be able to carry it out.

STAGE 1:
The Floundering Stage

The floundering stage is usually the first in a group's development. Some groups disband without ever getting beyond it. A group in this stage has some or all of the following characteristics:

- o There are no established ways of doing things. Everyone is uncertain about what is going to happen.
- o People are not sure where they fit into the group - whether they belong. Some may talk unnecessarily to gain attention. Many others, including those with a lot to say, will remain silent until they figure out what the group is all about.
- o There is very little commitment to the group. Many people will not volunteer or otherwise commit themselves. They would rather "wait and see" if what is being said can be trusted.
- o Many people will be skeptical of the group's ability to do anything. People who feel this way may fail to show up at another gathering.
- o There is no organization and no obvious, accepted leaders in the group. Often everyone will try to avoid the responsibility of leadership. At this stage, the leadership often comes from outside the group - for example, from an organizer.

- o The purpose is vague and unclear and many people have conflicting ideas about it.
- o The membership may be relatively large at this stage. Many are there out of curiosity.
- o The only really unifying factor may be a common point of concern or interest which led everyone to come in the first place.

Role of the Organizer:

The amount of work the organizer must do varies with the amount of initiative shown in the group. In many cases, the organizer may be the cement that holds the group together. This means:

- o Getting to know the members individually; getting to know their interests, concerns and situations.
- o Building a relationship of trust with members.
- o Doing a lot of the initial planning.
- o Getting information out to people on important issues.
- o Doing intensive follow-up after a meeting to make sure important tasks are carried out.
- o Building commitment among members by helping them gain recognition.

STAGE 2:
The Crawling Stage

The floundering stage ends when the group stops going in circles and starts to move in one direction. Since movement is usually pretty slow at first, the next period is called the crawling stage. It has the following characteristics:

- o The group has agreed on at least a general purpose and has decided on an initial project.
- o Some standard ways of doing things begin to emerge. Perhaps some regular provision for refreshments is made. Sitting patterns begin to materialize.
- o Members begin to feel accepted and roles begin to emerge. For example, one member may become recognized as the group joker.
- o The "official" organization is still loose.
- o Leadership begins to emerge informally.

- o The membership is relatively small. Some of those who came to the first meetings left when the group's purpose turned out to be incompatible with their own, while others left when they found out how much time was involved.
- o Those who remain are willing to risk a limited amount of faith. Instead of "waiting to see" they begin to say"I'll give it a try."
- o The group may seem "unreal" to its members following meetings. When a person gets home, the commitments made in the group may be forgotten or they may not seem possible anymore.

The most important task for the group is to make visible progress toward its goal.

Role of the Organizer:

- o Encouraging the group to make sure its goals are realistic.
- o Making sure the group's first steps succeed.
- o Encouraging and helping members to take leadership and responsibility - even when this takes more time than it would take the organizer to do it alone.
- o Checking with members between meetings to see whether tasks are carried out.
- o Checking to see that routine things are performed, that arrangements are made for the meeting place and that people are reminded of the meeting. Generally, the organizer should see to it that members do these tasks.

STAGE 3:
The Honeymoon Stage

When a group has achieved a few small successes things begin to look pretty good and its members become quite optimistic. Because there have been no bad experiences, and no one is worried about anything going wrong, it is called the honeymoon stage. It has the following characteristics:

- o Procedures for getting things done become more established and the group begins to develop some traditions.
- o The formal organization takes shape.
- o The members begin to take the group seriously and believe in it.

- o Commitment is high. People show this by talking about the group to others outside the meetings.
- o People begin to feel even more accepted in the group - that they can "be themselves".
- o The activities of the group become very time consuming.
- o Some members respond by taking more responsibility.
- o Others may find the activities take too much time.
- o The group's members feel their goal is realistic and they expect success.

The most important task of the group at this point is to become as strong as possible while the going is good. It should bring in new members and build a strong foundation for any reverses that may come later.

The Role of the Organizer:

- o Discourage overconfidence.
- o Anticipate problems that may be building up beneath the surface, and prepare the group for them.
- o Encouraging and helping the group to expand its membership.
- o Helping the group improve its skill in getting things done, running meetings, and performing the basic functions of survival.
- o Reinforcing the commitment of group members.
- o Work out any leadership roles the organizer may have assumed in the beginning.
- o Avoiding taking credit for the success of the group. Pass recognition to those in the group.
- o Passing on to the group as much information as is known.

STAGE 4:
The Fall

All good things, including honeymoons, must come to an end. Sooner or later, every group meets its first crisis. Some typical examples are:

- o A serious and unexpected obstacle crops up.
- o A major leader leaves the group.
- o Only two or three come to an important meeting when many more were expected.
- o Hidden conflicts within the group come to a head.

- The group is attacked by a respected head in the community.

Members of the group will usually respond to a crisis by:

- Blaming each other "She/He didn't do her/his part".
- Dropping out or threatening to do so. "I knew it could'nt work." "I'm not going to come here any more if it's going to be like this."
- Lowering their commitment by going back to their "wait and see" attitude.
- Doing less. Members find excuses for avoiding meetings, avoiding action and even avoiding the problem.

The most important task of the group is to find out what the real problem is, what caused it, and decide on a course of action that will overcome it.

The Role of the Organizer:

The organizer can help by turning the crisis into a learning and growing experience for the group. This can be done by:

- Not getting depressed.
- Not blaming individuals in the group.
- Providing a little humor, a little perspective and a lot of faith and confidence: "Well, people have survived worse things, at least we're not dead."
- Helping the group analyze the reasons for the crisis.
- Training the group in problem-solving.
- Encouraging the group to set new goals, if necessary.
- Helping the group develop new leadership, if necessary.

STAGE 5:
The Walking Stage

When the group recovers from its first crisis, it is likely to be on firmer ground. It is likely to have clearer objectives and a clearer plan for reaching them. Members will also know each other far better and this makes it easier to work together. The group is not now crawling or walking in the clouds, but walking on solid ground. The characteristics of the walking stage are:

- The active membership may be small - sometimes even less than 10 - but effective.

- There are others who do not come to meetings regularly but help in other ways.
- The members are very strongly committed to the group's goals.
- The leadership is stable and well developed.
- The group's traditions and ways of doing things are well established.
- The members are confident of their own place and act naturally.
- Meetings are not free of conflict but they are fun and are usually productive.
- The members are confident of the ability of the group to achieve its goals.

The most important task for the group is to assume full responsibility for all its functions - and to end its dependence on the organizer.

Role of the Organizer:

- Pass the responsibility for planning on to the group as fast as possible.
- Train group leaders and others.
- Help the group develop and refine the essential processes it needs to carry on in order to survive. These are:
  - Planning and goal setting
  - Accomplishing its goals
  - Recruitment
  - Leadership development
  - Group maintenance
  - Problem solving-dealing with crisis
  - "Foreign relations" - coalition building and getting outside help and advice.
  - Evaluation - being able to look at its own performance and analyze its shortcomings.

STAGE 6:
Success

If the group survives long enough and its members work hard enough, there is a good chance that they will finally achieve their major goal. When this happens, the group has the following characteristics:

- Its members are exuberant, "on top of the world".

- o The group is likely to receive favorable notice from the rest of the community.
- o Its leaders may be approached by those who perhaps have been "enemies" in the past. The group's leaders may be invited to join the "establishment".
- o Self-confidence is at an all time high.

The most important task of the group at this point is to celebrate. They have worked very hard and deserve it. Real celebration can greatly strengthen unity as well.

Role of the Organizer:

The organizer should encourage celebration and refuse to take credit for the group's achievements. The organizer will also have to be alert to the effects of "buying off" or "co-opting" of the group's leaders.

STAGE 7:
The Anti-Climax

Sometimes success can kill a group faster than failure. At any rate, soon after a big success a period of anti-climax is likely. Its characteristics are:

- o The pace slows down.
- o The number of people at meetings drops sharply.
- o Commitment drops; people shift their energy to their jobs or families which they may have neglected during the height of group activity.
- o First comes rationalization; people say it's just because of bad weather or good weather.
- o Then demoralization sets in. The leaders become discouraged.
- o Some, including leaders, may wish to retire; they feel, "Well, I've made my contribution."

The most important task is to understand what is happening and revitalize the group. A certain vacation-type slow down may be healthy, but the group should be able to get going again after a month or two.

Role of the Organizer:

- o Explain what is happening and discuss it openly.
- o Encourage the group to set new goals and set dates for beginning to work on them.

- o Helping the group institutionalize the gains it has made so they are not lost in the slow down.
- o Helping the group find new members and rotate its leadership.

STAGE 8:
The Complacent Rut

Often after achieving a big success, a group will fall into a rut. Self confidence turns into complacency. The characteristics of this stage are as follows:

- o The groups activities become more social than action - or issue - oriented.
- o The members feel they achieve status by merely belonging to the group.
- o New people may attend one meeting but they are not made to feel welcome and rarely come back.
- o The group's structure and traditions are so well developed that they become rigid. There is a strong emphasis on procedure but no action.

The most important task of the group is to revitalize itself.

Role of the Organizer:

- o Broaden the horizons of the group members.
- o Help the group see itself and what has happened to it.
- o Educate the group.
- o Help the group find new leadership.
- o Help the group find new members.

STAGE 9:
The Ungrateful Stage

Sometimes in the process of growing up, groups, like individuals, will challenge "authority figures." In the case of a community group, the organizer is a likely target. If the organizer has assumed too much authority and leadership, such an attack may be fully justified and very necessary if the group is to survive. In other cases, however, the group may be simply looking for someone to blame for its shortcomings. In either case the stage has the following characteristics:

- o The group either blames the organizer for its faults or spots genuine faults in the organizer's approach.
- o The members have a high degree of confidence in their own ability to achieve their goals.
- o The group is moving toward self-sufficiency but may be acting partly out of a need to assert its own strength.

The most important task for the group at this point is to avoid any tendency for scapegoating - blaming all their own failings on one person.

Role of the Organizer:

- o Set an example by carefully examining his or her own behavior and by honestly admitting and facing personal mistakes.
- o Encourage the group to do the same.
- o Let the group have its way and express willingness to help if needed.
- o Avoid bitterness - "being moved on" often indicates a certain degree of success.

STAGE 10:
Self-Sufficiency

The final stage is self sufficiency. The group is no longer dependent and has developed effective procedures for carrying out all the functions of survival. These are, once again:

- Planning and goal setting
- Accomplishing its goals
- Recruitment
- Leadership development
- Group maintenance
- Problem solving-dealing with crisis
- Getting outside help and advice.
- Evaluation

II.

DEVELOPING AN ENTERPRISE

Chapter 4

PLANNING

Planning is the first step in enterprise development.

In essence, planning is the making of a series of decisions -- about what is desired in the future, what would have to happen to reach that future, the best way to make those things happen, what resources are needed. Since good decision-making requires good information, the planning process also involves information gathering.

The decisions must be made by those who will be responsible for carrying out the plan -- the women themselves. Through structured activities and discussions, the development worker can help in the process of identifying the decisions to be made and the information that is needed. If the women

identify technical support as a need, the development worker may later provide specialized information or training/ consultancy.

Basically, there are two aspects of planning. The first focuses on "doing things right", laying out carefully sequenced steps toward a goal. It is linear in its approach and often uses specific, measurable, time-phased objectives to chart progress. The emphasis is on getting things done. In this manual, it will be called "action planning".

If action planning focuses on "doing things right", then the second aspect of planning focuses on "doing the right thing". This aspect of planning considers the major influencing factors in the environment and uses this information to make the BIG decisions: What will we make? Where will we sell it? For the purposes of this manual, this aspect of planning will be called "context planning". Context planning sets the direction for action planning.

It is possible to do context planning implicitly. Certain conditions and/or the direction to take seem "obvious". Some people, notably many successful entrepreneurs, are very good at implicit context planning. However, the organizations these individuals create are dependent on one person's sense of the world, information and luck for direction.

When integrated, context planning and action planning form a process with the following steps:*

1) Define problems and set goals
2) Gather information
3) Generate alternatives and decide among them
4) Form and implement a plan of action
5) Monitor, evaluate and adjust

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* Adapted from Decision-Making Model, A Trainer's Guide to Andragogy, by R.D. Ingalls.

The chapters that follow focus on the primary issues, processes, and decisions involved in each of these steps.

Although these steps appear linear, in practice they are not. Information gathered in Step Two may indicate a need to redefine the problem. Forming a plan of action may require gathering more information. Also, working through each step requires going through a mini-version of the entire process.

Since tasks can be completed, individual plans of action can, in theory, be completed. In an ongoing endeavor, however, planning is never "over".

PLANNING AND CULTURE

Decision-making, and therefore planning, practices and opportunities vary widely among cultures. Traditional cultures that draw their strength and guidance from the past are likely to see today's problems and tomorrow's possibilities only in those terms. Political circumstances and harsh environmental factors have made the future seem entirely unpredictable for some. People who have had or felt little control in their lives are not likely to plan for much. Although this perspective is common in the developing world, it may be found more often in women, who are likely to have experienced less choice in their lives than men.

Development work, of course, is focused on the future and based on the belief that change can be chosen and implemented. Not surprisingly, planning is very much apart of the self-deterministic, future oriented cultures and sub-cultures from which many development workers come. It is often confusing, and ultimately very frustrating, for a worker

> "It became clear in discussions with a number of tanners, textile dyers, food processors, shoemakers and other small business people. . . not that they lacked the skill necessary to make the right decisions, but that they failed to realize that 'management' decisions. . . could be made at all. They were certainly operating in a very rigid environment, where many commercial relationships were subject to the same traditions and were indeed closely related to social and cultural relationships, but change was possible, as a few of the more successful businesses had shown. The majority, however, acted as if sources of raw material, marketing channels, customer and supplier credit or pricing were as beyond their control as the weather." (Small Business in the Third World, by Malcolm Harper. Copyright (c) 1984 by John Wiley & Sons, Ltd. Reprinted by permission of John Wiley & Sons, Ltd.)

to see little evidence of planning in the community in which she works. This cultural difference in time orientation and amount of perceived choice may be one of the most difficult for a development worker to face.

PLANNING SKILLS

Despite the influence of cultural factors, planning is a skill and can therefore be taught and learned. In fact, a close look at women's lives is likely to reveal a wealth of planning skills. The average woman of a developing country accomplishes an amazing number and variety of tasks in a day. Fulfilling duties such as child care, food production and preparation, laundry, and perhaps sewing and pottery-making, takes skills in planning and coordination. Over the course of a year, crops are planted and harvested, festivals are arranged and ceremonies prepared and carried out.

These skills are, for the most part, in action planning, however, and the steps involved may be as much a result of

tradition as active choice. Expanding these skills, so they include context planning and may be applied to new circumstances, will be necessary if women are to develop and manage an enterprise.

Building on present skills requires first making the steps, the individual decisions, and the search and use of resources of current actions, conscious. At the end of this chapter is a nonformal education activity designed to help identify the steps involved in planning to carry out a task. The activity focuses on the making of a cup of tea, but the process can be applied to many tasks. (The development worker may want to ask the women to focus the activity on a task with which she is unfamiliar, so that it is also instructional to her.) The activity can be done many times, with increasingly complex tasks, but the initial tasks should be relatively uncomplicated. Activities such as this are fun, as well as being helpful tools for developing planning awareness.

Developing context planning skills is largely a matter of increasing awareness of one's environment and one's decision-making. The process of exploring problems and gathering information outlined in the next chapters is intended to help develop this awareness.

PLANNING ACTIVITY 1

PLANNING TO SOLVE THE PROBLEM:
Making a Cup of Tea or Starting an Enterprise

(Adapted from Navamaga, Overseas Education Fund, 1983)

Often we fail to get where we want to go because we didn't plan well. Perhaps we forgot to do something that was important. Or, perhaps we did things in the wrong order. Or maybe we didn't have all of the necessary resources. Sometimes, too, we become so fixed on the destination that we forget the journey! The following activity will help us to see the importance of planning well.

Purpose: To provide the group members with the experience of 1) identifying a goal related to a need, 2) listing tasks (or "things to be done"), 3) identifying resources, 4) setting priorities, and 5) sequencing tasks.

Materials: Small pieces of paper (on which to draw pictures/symbols of or write the names of tasks); pens or pencils; a large sheet of paper or board (on which to arrange/attach small pieces of paper); tacks, tape or other appropriate means of attaching the small papers. Note: If necessary, the small papers can be arranged on the ground, but it is preferable to have them up where they are more visible. Also, Navamaga provides instructions for a planning chart which can be used for this activity.

Process:

1. Introduce the activity by explaining that five steps - identifying needs/stating goals, listing tasks, identifying resources, setting priorities, and sequencing tasks - are essential to almost any planning effort. Explain that today we will look at a very familiar activity, something we do every day: Making a cup of tea. Often, when we are very familiar with an activity, we go through a series of steps automatically. When we did the activity, we followed a plan without even thinking of it in those terms.

2. Now, on a piece of paper write "NEED: I am thirsty." Then write "GOAL: Making a cup of tea" on another piece of paper. A goal is something we try to achieve to eliminate a need. Display the "need" and "goal" cards.

3. Ask for a volunteer or two to record resources and tasks. A task is a specific action or step we need to do to reach our goal. A resource is something that is available or is needed to carry out a task. Therefore, our first activity will be listing or defining our tasks, such as starting the fire. (Note: one of the first tasks should be identifying and assembling resources.)

   Some of the tasks usually listed are:

   - o getting the tea
   - o getting the tea cup, etc.
   - o starting the fire
   - o boiling the water, etc.

   Each task or step should be recorded on one of the small pieces of paper.

4. As each task is recorded, display it. Do not be concerned with order or sequencing at this point.

5. Once all tasks have been listed, ask which should be done first. Have a volunteer place it at the beginning of the display. If several tasks can occur at the same time, they can be placed on top of each other. During this process, participants may discover that they have left out an important step. If so, allow them to list it and place it in the proper sequence.

6. Once all the tasks have been listed and sequenced, ask someone to read/name them in order. Group members may disagree on the sequence of some tasks. But certain tasks, obviously, must be done in order or the goal will not be reached. For example, the tea could not be brewed before the water had boiled.

7. A short discussion centered around these questions could follow this activity:

   - o Why do we need to identify resources?
   - o Why is proper sequencing important?
   - o What happens if resources are forgotten or tasks not completed?
   - o What did you learn from this process?
   - o How did you feel during this activity?

PLANNING ACTIVITY 2

DECISION MAKING

(adapted from Navamaga, Overseas Education Fund, 1983)

Each of us makes decisions every day. Often we make our decisions without thinking about them. Sometimes they become like habits. An important part of running a business is decision making and an important part of working with others is making decisions together.

Purpose: To encourage participants to examine how they make decisions.

Materials: The questions below. If the group is literate, display them on newsprint or a blackboard, if possible.

Process:

1. Begin by explaining that we all make decisions every day. Ask the participants for some examples of decisions they make every day. If they think they do not make decisions, remind them of some simple day-to-day decisions they might be making. Then explain how our decisions reflect our values and roles, what we believe to be important and what we assume about the world. You could ask about the kinds of decisions women make compared to the kinds of decisions men make.

2. Next, ask each woman to think of one decision which she has made in the last month. Give them a few minutes to think.

3. A) If the group is literate, write or post the questions and ask the participants to take a few minutes to silently consider and reflect on them in relation to the decision they thought of. Allow about ten minutes.

   B) If the group is illiterate, read each of the numbered sets of questions below. After each, ask participants to consider the questions in relation to the decision they thought of.

4. After group members have considered the questions individually, ask them to meet in groups of three to share their decision and their responses to the questions. Allow twenty minutes for small group discussions.

5. After twenty minutes, when the small groups have completed their discussions, ask them to come together again as a large group. You can begin a discussion in the large group by asking if anyone would like to share her decision and process. Remember, you need not take a lot of time in the large group since all will have had an opportunity to discuss in the small groups.

6. You can summarize by again reminding the participants of the links between values, roles and decisions. Also, point out that many times it may at first seem that we have no options, but if we think awhile, sometimes options can be found.

Discussion Questions:

- Was my decision made freely, without external force? If not, why not? Why did I allow external pressures to influence me?
- Do I feel good about the decision I made or do I wish I had made a different decision? Why do I feel good or not so good about the decision?
- Did I carefully consider the advantages and disadvantages of my decision and thoughtfully consider the consequences? How did I get the information I needed to help me make the best decision?
- Did I make my decision after examining all possible options? What were some of the other options?
- What personal values are reflected in my decision? What does my decision say about what I think is important?
- Does my behavior indicate that I repeatedly act on certain beliefs that make a pattern in my life? Which values and beliefs are most evident?

Chapter 5

DEFINING PROBLEMS AND SETTING GOALS

The process of problem identification and goal-setting is important not only in the development of an effective plan, but in the development of an effective group. It supports the individual by affirming the value of one's own perceptions. By encouraging the identification of mutual needs, problems and wants, it also supports the development of group cohesiveness. Recognized shared experience is the foundation of community.

WHAT DO WE WANT?

The single most important aspect of any undertaking is having a clear understanding of its purpose.

When considering the development of an income producing enterprise, group members may never think about the purpose of doing it. It is assumed that the goal is to make money. However, money is only valuable when it provides access to the choice and use of resources and, in the developing world, money may not necessarily provide such access to women. Therefore, it is especially important that group members identify the needs and expectations that move them toward developing an enterprise.

Some sample non-cash desires that would influence the shaping of the enterprise are:

- Training - Women may desire training, either in a new skill, which could also be used outside the enterprise, or a new application of an existing skill. For example, in an area where the use of traditional pots is declining due to the introduction of plastic containers, the women potters may want to find a new use for their skills, such as brick-making.

- Specific Product(s) or Service(s) - Women may want to organize for the primary purpose of supplying a needed good or service such as a pharmacy, added transportation, or perhaps a form of appropriate technology.

- Employment - It is possible that an enterprise is desired more for the employment it may provide than for the profit it may yield. If it is employment that is most desired, group members will need to explore two issues. The first is the difference between being an entrepreneur and being an employee. (At the end of this chapter, discussion questions are provided as an aid in this exploration.) The second issue to be explored is the type of employment activity that is wanted. For example, is seasonal or year-round employment needed? Is employment desired to replace status or shared social time that has somehow been lost?

SETTING GOALS

Once group members have clarified their needs and motivations, (identified their "why"), they can move to setting goals, (defining their "what"). A goal is an improvement that one wants in one's life and is willing to work toward. It specifically states what is wanted, how it will be obtained/achieved, and when that will happen.

The women in the group may not be familiar with the concept of a goal. If not, it is suggested that the activities in the "Setting our Goals" section of Women Working Together (Overseas Education Fund, 1983) be used as an introduction.

It is appropriate for the group to set goals as a whole and for individual members to set personal goals. The goals that are set will determine the direction of the development worker's efforts. If the group agrees to a goal such as: "To identify a feasible enterprise for us to develop by exploring our needs, skills and resources, by next rainy season", the rest of this manual should be of help to the worker. If the group decides to "beautify our village by whitewashing the school this dry season" or sets some other non-enterprise development related goal, the worker should still find the planning and problem-solving processes presented in these chapters to be of use, but may need to seek out specific technical information elsewhere.

Any goal that is set, group or personal, should be assessed using the following three questions:

1) Does the Goal Actually Address the Problem It is Meant to Solve?

Sometimes the enthusiasm for a particular solution obscures the realities of the problem. For this reason, each goal needs to be examined carefully to determine exactly how its attainment would help the situation. For example, if a woman's desire is to send her child to school, yet it is likely her husband would take her earnings for other purposes, pre-paid tuition may be a more appropriate goal than cash. A development worker can assist group members in examining their goals by asking questions such as "How will accomplishing this help solve the problem?" and "Is there something that could keep you from solving the problem after you reach your goal?"

If, in group discussions, several goals are proposed that don not seem to address the need that has been identified, members should reexamine the need. There may be a problem of higher priority which should be considered. It may or may not be possible to address more than one problem at a time, but each should be recognized because each will have its influence. This influence may be in the form of either an obstacle or a supporting motivation. For example, if most of the proposed goals would create high visibility and status if attained, but do not address the defined problem, members should consider their need for improved status and explore how to attain this while addressing other problems.

2) Is the Goal Specific?

A goal must be specific enough that its attainment is recognizable. How will participants know when it has been achieved? "Making money" would be far too general a goal since it is possible to make less than one's time is worth and still have met the goal. Attempting to set a specific goal often uncovers a need for more information.

3) Has the Goal Been Set by Those Who Will be Working Toward It?

Have non-group members, including development workers, strongly influenced the goal's formation? Women cannot be expected to develop problem-solving skills or control in their lives by having their goals set by someone else. If they are, members may still approach the venture with great enthusiasm, but they will face the problems that arise with less confidence and fewer problem-solving skills.

DISCUSSION QUESTIONS

ENTREPRENEURS AND EMPLOYEES

- What is the difference between working for someone and owning a business?
- What are the advantages of working for someone else? What are the disadvantages?
- What are the advantages of owning a business? What are the disadvantages?
- What kinds of decisions does a business owner make? What kinds does an employee make?
- What do you have to do to keep a business running? What do you have to do to keep a job?

If group members have a difficult time responding to these questions, suggest that they "interview" people they know who have jobs and/or run their own businesses.

Chapter 6

INFORMATION GATHERING

Good plans are based on a clear understanding of the actions needed to reach a goal and the environment in which those actions will take place. If women decide to explore enterprise development, then they will need information. They will need to know what is required to start and operate an enterprise and they will need information about resources, limitations, and the possible implications of any particular endeavor.

In addition to a willingness to risk, enterprises require skills and resources. A skill is an ability, a proficiency. A resource is something that is available for use. These may be new concepts for the women in the group. The development worker may best be able to explain them by drawing examples from the women's lives. For example, being able to weave is

a skill and a loom is a resource. Being able to cook is a skill. A pot is a resource, as is fuel. The development worker should also point out that resources are not always things (they may include friends and family) and cannot always be seen (they include such intangibles as time and mobility.)

The development worker should ask the group members to identify the skills and resources they think are needed to start and manage an enterprise. Below are descriptions of the key skills and resources needed. If they are not named by the group, the worker should bring them up and discuss them.

SKILLS

All enterprises need a variety of skills, although the range and level of skill needed may differ from business to business. The following is a summary of the types of skills needed in most endeavors.

Production/Technical. This is a general term for the expertise that the enterprise sells, which may be the ability to make soap, resole shoes, drive a bus, or wash clothes.

Marketing. Marketing skill includes a range of other skills, including:

- o the ability to place a product or service on the market appropriately. That means:
  - identifying the population(s) to purchase the product
  - estimating how much of the product/ service the customer is likely to consume
  - determining the price at which the product/service will sell
- o the ability to identify competing products/services

- o the ability to promote one's product as somehow distinct
- o the ability to handle dissatisfied customers in such a way that they will continue to be customers.

Marketing requires both information and awareness. One must recognize market changes - changing needs or new competitors. This is one reason why small enterprises in developing countries do better when serving a local market than, for example, an export market - they are better able to analyze and adjust to changes.

Purchasing. Purchasing for an enterprise requires the ability to judge when, how much and from whom to buy. The decisions of when and how much to purchase are based on inventory, planning, and current cash situation. Therefore, purchasing skill requires the ability to understand the systems that have been established to provide information on those matters. These systems will vary tremendously from enterprise to enterprise, depending on complexity and the literacy/numeracy level of those who run it.

Judging from whom to buy requires an exploration of what suppliers exist and what they have to offer and the ability to determine a good deal.

Bookkeeping and Accounting. These require some numeracy skills but, again, the degree needed will depend on the complexity of the enterprise and the number and size of financial transactions. The key to any enterprise, however, is the ability to judge the cost of producing what is sold. Without this information, it will not be able to determine the price at which it should be sold.

Bookkeeping and accounting require the understanding that an enterprise's financial transactions are separate from anyone's personal ones. Also required is enough planning ability to judge cash needs over time.

Bookkeeping and accounting require an understanding of assets and liabilities: or what we have (assets) and what we owe (liabilities). This understanding is especially important in small enterprises that depend on some form of equipment. There must be an understanding that the "usefulness" of a piece of equipment declines with time and its replacement must be planned.

"...the need for management rises disproportionately with the size of organizations, so that a business employing a thousand people will need more managers, and some at a far 'higher' and scarcer level, than one hundred business each employing ten." (Small Business in the Third World, by Malcolm Harper. Copyright (c) 1984 by John Wiley & Sons, Ltd. Reprinted by permission of John Wiley & Sons, Ltd.

Financial Management. In addition to numeracy, the primary skill involved in financial management is the ability to understand the financial "big picture" of the organization. It is the ability to translate plans into budgets and to judge if a business should take out a loan to expand.

General Management. This is a bit of a catch-all phrase used to describe the ability to plan, organize, schedule, coordinate, monitor and evaluate the activities and resources of an organization. It involves the ability to recognize and solve problems and to make decisions. Effective management requires knowing how to get and use information.

In general, the bigger and more complex the enterprise, the higher the level of management skill needed.

RESOURCES

Enterprises also need resources to operate. Like skills, the specifics will vary from business to business, but there are similarities in the general types of resources needed. Some of these are described below.

Time. Time is basic to the operation of an enterprise,yet it is sometimes overlooked as a resource which needs to be assessed. A business must know what type of time is needed from its owners/managers/workers. More time may be needed during one season than another. Regularly

owners/managers/workers. More time may be needed during one season than another. Regularly scheduled time may be needed in a retailing concern. "On-call" availability may be needed in some service businesses. Some production enterprises need all workers to be present at the same time, others can operate with workers who produce whenever they are able.

Space. Some enterprises need only a shelf on which to keep its records. Others need a stall in the market, storage space or a protected area for a loom. Some businesses are designed so that individual workers must have personal space at home in which to work and store materials.

Material All production and many service enterprises require some form of material resources. To operate efficiently, a business must have reliable sources to get the quantity and quality of materials it needs when it needs them. An ongoing business should not be built around the use of materials which are only available sporadically or, if perishable, seasonally. To minimize problems due to poor quality or shortages, to the extent possible small enterprises should use familiar, locally available materials.

Financial. To operate, enterprises must have the money to purchase materials, rent space, etc., on an ongoing basis. To operate efficiently, they must have enough money to buy supplies in the quantities in which they will get the best price. To grow, they must have enough money to expand when the opportunity arises. Although some are started with grants and loans, most small enterprises are launched using savings. For almost all small businesses, however, having adequate financial resources to operate efficiently and/or expand means having access to credit, in an amount, at an interest rate and with repayment terms appropriate to the size and maturity of the enterprise.

Technology. Many enterprises require some form of technology to operate and/or to operate efficiently. In general, the more in line with the technology of the area, the more understandable to the users, and the more that use, maintenance and repair require

Technical Support Many small enterprises need some form of technical support at one time or another. This support may take the form of training in a production/technical skill, assistance in adopting a new technology or consulting on financial management.

Mobility. Enterprises must obtain supplies, move materials, and deliver goods. This usually requires some form of transportation and always requires that the owners/workers of the enterprise have some level of social and physical mobility. If that mobility does not exist within the business, it is usually "purchased" through the use of delivery people and middlemen.

ENVIRONMENT

In addition to information about skills and resources, both the development worker and group members will need information about the environment in which an enterprise would be developed. Unfortunately, gathering such information is often an overlooked step because people assume that they already know what they need to know. Building plans on good information becomes difficult not because the information is unavailable but because people are blind to much of it. Unrecognized preconceptions not only limit the questions asked, but distort the answers received.

Deliberate information-gathering is especially important in women's enterprise development since both the development worker and the women involved are likely to approach the endeavor somewhat "blind". The development worker may enter the situation only with ideas of what has worked elsewhere. The women may come to it only with ideas of what has worked in their community in the past. Both may have a limited sense of what they can do.

The development worker may be able to explain the importance of gathering information about "the obvious" by first exploring how information is used in day-to-day activities in familiar settings. She can then point out how information-gathering is needed either to do new activities or to act in a new setting.

For example, a worker might ask, "If my goal is to cook a pot of rice, what do I need to know?" An initial response might be "Nothing", but, with some exploration, it should become clear that one needs to know everything from "how much wood is needed to build a large enough fire to boil water" to "what day of the week is market day."

The worker might then point out how information we know and take for granted is not always useful in a new setting. The worker might ask, for example, "What if I was in a different village and thought market day was the same day as it is here, but it was not. Could I make a pot of rice?"

The next question might then be, "If my goal is to build a truck (or some other uncommon activity), what would I need to know?" A short discussion should make it clear that with really new activities, sometimes we do not know what we do not know. (If the worker is new to the area, she might also draw examples from her own experiences as she learned of local habits and customs.)

Information gathered at this point in the planning process is not meant to be part of a feasibility study (although it may later be used to develop one) and no decisions are being made. Both the development worker and the women involved need to survey the situation and develop a sensitivity to the environment, to understand the context in which the business will be developed and gain an appreciation for what the women

can bring to it.

Group members need to be very active in this exploration of their situation. The process is key to the development of context planning skills and a market awareness. The development worker's role is primarily that of a guide, asking questions and structuring activities to raise awareness.

There may be some areas of information, such as local development plans and legal requirements for businesses, in which that role is inappropriate, however. If the women are unaware of these matters and/or would have an extremely difficult time obtaining such information, it will be up to the development worker to do so. She should share this information, and the steps taken to obtain it, with the group.

At the end of this chapter, two types of aids are provided to use in the information gathering process. The first is a checklist of the kind of information needed as a foundation for women's enterprise development. The second is suggested activities for gathering such information.

CHECKLIST OF NEEDED INFORMATION

WOMEN'S SKILLS AND ABILITIES

- For which areas of knowledge are women responsible? (food preparation, medicine, child rearing, harvesting, etc.)
- What do women do?
- What skills and abilities are needed to carry out their activities?
- To what extent do women's activities involve coordination of tasks?
- To what extent do women's activities involve working within a specific time frame?
- What kind of financial decisions do women make?

WOMEN'S PERSONAL RESOURCES

- How much control do women have over choice or scheduling of their activities?
- Do women have personal space in which to work and/or store materials?
- How far do women usually travel from their home/farm/community?
- Do women determine their own mobility or is it set by a husband, family member, tradition, or religion?

FINANCIAL RESOURCES

- Do women have their own money? If so, where do they get it?
- Do women save? If so, how/where?
- Do women borrow? If so, from whom and on what terms?
- Are there credit sources in the community?

CHECKLIST OF NEEDED INFORMATION

MATERIAL RESOURCES

- What is currently produced in the area?
- What materials are used to produce these items?
- What other materials are available?
- What are the costs, availability (reliability of quantity and quality), sources, transportation requirements of the materials identified?

TECHNOLOGICAL RESOURCES

- What tools/equipment do women use now?
- What is the capability of each tool? (Could it be used for new purposes?)
- What other tools are women aware of, but don not use?
- Why do women not use these other tools?
- What are the capabilities of these other tools?
- Are there any tools that women are prohibited from using?

MARKETING

- Where and how do people in the area market their goods or sell their services?
- Is most of what is produced locally sold locally?
- What do people in the area buy rather than produce themselves (food, clothing, furnishings, health care/ items, decorations, cleaning supplies, tools, etc.)
- Where do these items come from?
- What new items have recently become available?
- Who is selling these?

CHECKLIST OF NEEDED INFORMATION

DEVELOPMENT PLANS AND LEGAL INFORMATION

- What are the national development priorities?
- What is the plan for the local area?
- What actions are being taken to implement these plans? (by the government, PVO's, etc.)
- What, if any, resources (money, training) are being made available as a result?
- As national development plans are carried out, how might the impact be felt in the community? (increased migration, change in availability of natural resources, more employment, displacement, increased tourism, higher demand for some services)
- What forms of enterprises (cooperatives, partnerships, etc.) are legally recognized/licensed?
- Why are they controlled (taxes, quality control, etc.)

TECHNICAL SUPPORT

- What kind of training do women now receive, either formally or informally? (From school, family members, extension agents)
- What other training possibilities currently exist?
- Are there experts available, through schools or the government, who now provide problem-solving or technical support in the area?
- Who do women come in contact with in their daily lives?
- What sort of information is exchanged in these contacts?
- Who do the women know that deal in business (traders, middlemen)?
- How could these individuals be of assistance to the women?

CHECKLIST OF NEEDED INFORMATION

CULTURAL PERCEPTIONS OF WOMEN

- Which of women's activities are defined as work?
- Are women generally considered to be responsible?
- What restrictions are placed on women's behavior?
- What is the rationale for such restrictions (religion, tradition, safety)?
- How are restrictions enforced?
- If there were a conflict, would it be considered more important for a woman to fulfill a personal responsibility or to adhere to the behavior traditionally expected of women?
- What is considered a good woman? A bad woman? lucky woman? A good daughter? A good wife? A good mother?
- How is time the women spend together viewed? (By whom?)

WOMEN'S EXPERIENCE OF THEIR LIVES

- How and with whom do women socialize?
- How much social time is associated with work (talking while doing laundry, etc.)?
- Do women have a "common complaint" about their lives?
- What ambitions do women have for themselves and/or their children?
- Is there a common dream or aspiration among women? (For example, moving to the city, going to school, marrying a foreigner, having many children)

INFORMATION GATHERING ACTIVITY 1

WHAT WE DO: WHAT WE CAN DO

Skills we use every day for every day work can also be used in new kinds of work.

Purpose: To increase group members' awareness of their skills and abilities and the potential uses for them.

Materials: Large sheet of paper or blackboard; markers/chalk.

Process:

1. Introduce the activity by explaining that every task takes certain skills and abilities, even the work we do every day. When a certain type of work becomes very familiar to us, we sometimes forget that we had to learn special skills to be able to do it. Explain that today we will look at the things we do everyday and identify the skills and abilities we use.

2. Ask for a volunteer or two to record the jobs we do. Ask group members to name what they do each day. If they have trouble naming tasks, ask them to think about when they get up in the morning. What do they do first? Next?

3. When a list of work activities has been compiled, explain that all these jobs take special skills. Cooking, for example, takes skills in timing and measurement or proportion. Ask group members to think back to when they learned how to do something that they commonly do now. Ask if anyone would like to tell a story of how they learned or mistakes that they made.

4. For each work activity, ask group members to name the skills or abilities they use. If they have trouble with this, ask, "Could a baby do this? No? Why not? What did you have to learn or develop to do this?" Record their answers.

5. After a list of skills and abilities has been developed, you can hold a brief discussion on the following questions:

   - Were you surprised at all you do now?
   - Were you surprised at all you know how to do?

INFORMATION GATHERING ACTIVITY 2

IDENTIFYING RESOURCES

(Adapted from Navamaga, Overseas Education Fund,1983)

Many times people do not tackle problems because they feel the problems are too big and they have no way of dealing with them. They may also feel that they cannot deal with their problems because of a shortage of resources. However, if a problem is examined carefully, people often see that they have a wealth of resources.

Purpose: This activity will help participants see that they have human, natural, and institutional resources. By the end of the session, the participants will have identified at least five human, five institutional, and five natural resources in their own area.

Materials: A piece of newsprint, glue or pins, small pieces of paper, leaves, grass, and/or pebbles. Note: the map you will be making should be kept so it can be referred to later. So, if possible, use newsprint. If newsprint is not available, the map can be drawn in the dirt.

Process: 1. Introduce the session by explaining that the group will be taking a look at the resources in the local area.

2. Draw a "map" (a rectangle with rivers, or other landmarks) on the newsprint or in the dirt or sand. Explain a little about resources, reminding the participants that resources are not just money.

3. Divide the participants into three teams. Give each team a different marker (stones, buttons, seeds, beans, etc.). Explain the three different kinds of resources: ENVIRONMENTAL (water, roads, trees, etc.), INSTITUTIONS OR SERVICES (banks, schools, markets, etc.) and HUMAN (specific people in the community who could be of help). Indicate a particular marker for each of the three types of resources. For example, beans for environmental, buttons for human, and stones for institutions.

4. Ask the three groups to meet separately and identify all the resources they can think of for the kind of marker they have. Spend some time

with each group to help them think of resources.

5. After 10 or 15 minutes, bring the small groups back to the resources map. Ask each group, in turn, to place markers on the community map to represent each resource they thought of. It is important to explain that they need not place the markers where a resource would really be located in the community. This is not intended to be a geography lesson. It is the act of identifying and placing that is important.

6. When the map is completed and all groups have placed their markers, begin a discussion using the questions below. The discussion should focus on the resources and how they can be utilized.

7. Summarize by suggesting the participants keep the map. If it is on paper, the symbols can be glued or marked down. If it is drawn and made in the dirt, they can just remember it - "keep" it in their heads?

Discussion Questions:

- Can the group add any more resources to those already on the map? (For any added, place another marker.)
- Which of the resources has anyone actually used? When? Why? What happened?
- When would you use some of the various resources? What problems could they help you solve? Give examples.
- What obstacles have people encountered or might they encounter in using various resources? How could we get around these obstacles? Which resources might be needed but unavailable? What can be done? What substitutes can be made?

Other activities which may be useful in helping women survey their situation are "Who am I", an activity on roles, and "What are my Values?" from Women Working Together (Overseas Education Fund, 1983) and "Women's Work: What Does it Mean?" from Navamaga (Overseas Education Fund, 1983)

Chapter 7

GENERATING ALTERNATIVES AND DECIDING AMONG THEM

Once the women have defined their problems, set their overall goals and assessed their current situation, they must make two major decisions. They must decide how they will organize themselves and what product/service they will produce and sell.

To be able to make the decisions that will actually launch their enterprise, the group should be in, or moving into, the third stage of group development discussed in Chapter 3. They should be committed to the existence of the group and able to focus on tasks.

ORGANIZATION

Since the group's organization will determine how decisions are made, this is the first issue to be addressed.

"The group" which has been involved in the problem definition and information-gathering sessions may have been loosely structured, with fluctuating participation. It may have been comprised primarily of the membership of an existing organization, such as a mother's club or a savings club. It is now necessary to define specifically how the group business will be organized. The most important issues to be addressed are membership and decision-making.

Membership

Some definition of what constitutes membership in the group must be determined so a reasonable assessment of commitment and resources can be made. Those who have participated to this point need to discuss and decide: Who is eligible for membership? What, if anything, must be contributed to be a member? If a woman chooses not to join now, could she join later?

As these issues are considered, the women should explore what might keep a woman from becoming a member and committing herself to participating in the development of an enterprise.

A willingness to commit seems to result from balancing the perceived gains of an action against the time lapse before those gains are obtained and the amount of risk involved. Some level of investment in the goal, of risking something to get there, seems to be necessary to ensure a sense of ownership and sustained commitment. The more one has invested (of one's time, money, energy or ego), the more

likely one is to remain committed and struggle to find solutions when problems arise.

"Level of investment" and "amount of risk" are relative, however. Development workers have noted that those who are at least a few notches up on the socioeconomic scale are more likely to get involved in a new endeavor or try an innovative technique than those who have almost nothing. It may appear that those with the least have "nothing to lose" by taking a risk, but, when measured in proportion to what they have, their investment and risk is considerably higher than those with more.

Therefore, to include as many women as possible, it may be necessary to set the minimum contribution level quite low and structure the enterprise to offer as much security as possible. (A women's cooperative in Mali did this by establishing monthly salaries for members which were paid even when the funds had to be drawn from expected profits.(SEEDS No.5))

Decision-making

It is extremely important that all members understand and agree to a decision-making method. Depending on the culture and the history of the group, many of these questions may have been settled informally, but as a means of preventing conflict or passive drop-out in the future,it is important that these matters be clear and explicit.

The development worker can help in this process by first explaining the need for clarity and then urging the group to address the following questions: Will all decisions be made by the whole group, or will a select group, officers perhaps, be responsible for some decisions alone? If a select group is used, how will those decisions be communicated? Will committees be used for different types of decisions? If so, how will they be coordinated? Will the

group assign some management functions and decisions to specific individuals? How will conflicts be handled? Will the group vote? If so, will attempts be made to accommodate the needs of the "losers"? Will the group try to reach consensus? If so, what happens if it can not?

By explicitly defining its membership and decision-making methods, the group is defining its structure. Since the group is intending to undertake a money-making endeavor, it may also need to legally define its structure. Different countries have different requirements for the formation and legal operation of cooperatives, associations, etc. Many involve complicated bureaucratic processes and expensive licenses. The group may need assistance from the development worker in "becoming legal".

Although the individual participants may be the same, adding structure to a group does change its nature to some extent. It may "regress" some in its development for a little while, as members assess what these changes mean to them personally. A review of the goals that were set earlier may be helpful in affirming individual commitment and focusing the group.

WHAT WILL WE SELL?

Having determined its membership and structure, the group must decide what it will produce or do to make money. This process actually has three steps - generating ideas, evaluating them, and, finally, selecting.

Generating Ideas

Group members may have already identified some possible products/services through the information gathering process.

Or, they may have one idea that they are sure will work (perhaps because it did for someone else).

Members should be encouraged to look further for ideas before deciding. The worker should remind them that they are looking for the product/service that has the BEST chance of producing income while meeting their other needs, and one cannot know something is the best until other options have been considered.

Alternatives are more easily generated if they are in response to specific questions and there is no fear of ridicule for coming up with a "stupid idea". A development worker can assist in this by conducting a brainstorming session. In brainstorming, a question or problem is posed by a group leader and group members generate answers/ideas in response. All ideas are recorded and none are evaluated. No one comments on or questions an idea when it is brought up. In brainstorming, the emphasis is on quantity, not necessarily quality. Silly, funny or grandiose suggestions are encouraged since this frees participants from the fear of ridicule and helps them "think bigger". Many an innovative idea has grown out of a creative joke.

Question areas that can be used to stimulate ideas are:

- o <u>"What Do We Need?"</u> Focusing on needs helps develop a market orientation. The group's needs are also likely to reflect those of the community. It may be helpful for group members to review the list of activities they generated through information-gathering and, for each, ask "What would make this easier?"

- o <u>"What Will Others Buy?"</u> This question might best be answered in parts. The first should be "Who might buy what we make?" (Who are these "others"?) This focuses on possible markets. Once these markets have been identified, ideas for products and services can be generated.

Basically, there are two means of entering a market, with a new product or with an item which is intended to compete with products already available.

New product ideas can be generated through two approaches. The first is to discuss the activities and problems of daily life in the area and identify products and services which could be of use. This is basically a "What do they need?" approach. (Ideas might include an innovative farming service or providing a new form of appropriate technology.)

The second approach to generating new product ideas is to consider items/services that are available elsewhere but have not been provided locally or in an affordable form. Organizing a pharmacy in an area without one is an example.

Ideas for producing items which would compete with products that are already available can be generated by considering how people spend their money. When asking "What do others buy?", both individuals (personal/family purchases) and other enterprises (business purchases) should be considered. It is important not to limit ideas to "women's" products or services (food production, laundry) but to identify everything that is purchased.

- o "What Can We Do?" This question is not meant to evaluate the feasibility of the ideas already generated. Rather, it is intended as a search for creative uses of skills. The development worker may want to review the skills and abilities identified through information gathering and ask for new ways in which they can be used. The focus is on existing abilities, not current tasks.

Evaluating Product/Service Alternatives

Evaluation of the product/service alternatives will be based on two general criteria:

A) Would an enterprise that produced and sold this meet the women's needs?, and

B) Can this be successfully produced and profitably sold? (Is it feasible?)

Since analysis of the feasibility of a particular idea is time consuming, if the group has an unwieldy number of

alternatives, the first evaluation step is to determine "Which should be explored further (first)?"

A) Members' Needs If there are one or two ideas which have generated a lot of enthusiasm, this choice should not be difficult. If this is the case, however, the worker should explore with the group what about the idea(s) makes it so attractive. This is important to identify because, if the alternative is determined not to be feasible, the group should attempt to find others that are attractive in the same ways.

If there is no clear choice of which ideas to explore first, each member should identify her favorite and explain why. Similarities in individual selection criteria should be noted and discussed.

The importance of identifying the criteria used to evaluate attractiveness can not be overemphasized. It spells out the members' most important needs. If members have a difficult time identifying these, the worker can ask, "If every idea would produce the same income, which would you prefer and why?" The problems/needs which were identified earlier can be reviewed and the question asked, "Which idea do you think would best take care of that?"

The group may select the alternative to explore first based on the choice that best meets the most common criterion, or vote, or leave the selection up to the group leadership, depending on the decision-making method agreed upon.

B) Feasibility Once an idea has been selected to explore further, members must gather the information needed to answer the following three questions:

1) Can the item/service be sold (is there a market)?
2) Can we produce/do it?
3) Can we produce/do and sell it profitably?

As with the situational information that was gathered, members must be very active in this process. In fact, how this exploration and assessment is done is as important as anything that is discovered through it. The information on which the final decision will be based, and the process through which it was gathered, are tools and resources for members to use in the management of the business. They will help members recognize and address problems as they emerge.

For example, if a marketing problem develops, the members/managers can compare the actual situation with the marketing feasibility information to quickly identify what is different from what was projected or believed to be true. This does not provide a solution but it gives enough structure to the problem to indicate where to first start looking for one.

Members must be able to understand why the information is important and how it will be used. They must be able to recognize areas in which specific, expert advice is needed and they must be able to identify sources of information and obtain needed information.

The development worker's role at this point may often be that of a "prompter", leading members to ask the kinds of questions they need to ask. She is also likely to be a valuable source of information as well as a link to other

sources. However, she must be careful to avoid becoming the only source of or link to information. The worker must encourage members to cultivate other, local sources and, to the extent possible, transfer her own skills, information and contacts.

This phase of the process may also raise conflicts for the development worker as to whether she should give or withhold opinions and recommendations. One does not want to undermine members' confidence in their judgement yet it seems irresponsible to sit back and watch a group spend time exploring an option that seems impossible or ignoring one that appears to have real potential.

There are no absolutes as to what one should do in such situations, but it is generally appropriate for the worker to prompt exploration of the areas that concern her first. Members may reach the same conclusion she has or may uncover information which proves the worker wrong. In either case, the time the group spends will be educational and may lead to new options.

For example, members may choose to explore the possibility of selling television sets in their newly electrified rural area. A rather quick market assessment might reveal that only one or two local people have the money to purchase a set and they are able to go into the city to obtain one. Although the idea might prove unworkable, the discussion could help members identify alternatives which are attractive in the same ways (new market, status) but more feasible (small appliance sales or repair, perhaps).

The following are guidelines for addressing each of the three feasibility questions: Can we sell it? (Marketability) Can we produce it? (Production) Can we produce and sell it profitably? (Profitability)
The third question, on profitability, cannot be answered without information from the first two, but one may wonder whether to explore market or production feasibility first. If investigating one of these areas will take considerably fewer resources (time, resource people), then it should be explored first. If the investment of resources appears to be equal, the area that seems most likely to eliminate the idea as an option should be explored first. If both areas are equal on both counts, then marketing should be explored first. This will reinforce that an enterprise must sell, not just produce, and the process may reveal new possibilities if the first alternative can not be produced.

1) Can It Be Sold?

Group members should be asked to identify the questions that need to be answered to know if there is a market for their goods/service. The development worker should list these and, if the marketing questions provided in this chapter are not included, add them. The women should be asked for ways to go about answering these questions. What would they do? Who would they ask?

Questions should be divided up between individuals or small groups of members who will take responsibility for finding the answers and reporting back to the whole group. It must be stressed to members that the reliability of their answers will be very important. (This process of exploring marketing is adapted from Navamaga, Overseas Education Fund, 1983)

If the answer to the question "Who will buy our product?" is "foreigners", then the group is considering either exporting or producing items for the tourist market. It is very likely they will have a hard time answering the rest of the questions. Entrepreneurs need to know the risks involved in catering to a market with which they are unfamiliar. Raising questions they cannot answer can help to reveal those vulnerabilities.

It may be that selling to the export or tourist market can be done through middlemen/buyers. If this is the case, the buyers are, in effect, the market, and the same questions must be raised about them. If the group is very interested in this sort of endeavor, members should be encouraged to identify a buyer to come speak to them. (They may need assistance with this. Navamaga, (Overseas Education Fund, 1983) is a good resource for assisting groups to identify and use resource people.) The buyer should be asked to explain how he works, the minimum size of orders purchased, quality standards, the circumstances under which an order would be rejected, why he might stop placing orders, etc.

If the group does decide to enter the export or tourist market, it should do so with as much information as possible about the risks. They will also need some special assistance. (The development worker should refer to the Peace Corps ICE Manual M-24, Crafts Development and Marketing Manual.)

Serving the local market seems to be the route with the highest possibility of success for new micro-enterprises. The demand is more likely to be consistent, the women in the enterprise know the local market well,

and there is always the opportunity to expand later if the business is successful.

Most small enterprises move into a regional/national market only after building a solid foundation in their local area. There are cases, however, in which a new business may be formed specifically to serve a regional or national market. This is done most successfully when the enterprise is built on the use of skills or materials which are not easily found elsewhere (little competition) and there is a reliable demand for what is produced.

When the group is exploring the marketability of a given product or service, they also need to seriously consider the question: "At what quality can it be sold?" They need to determine how good their product must be to be marketable. If group members "interview" potential customers and are told that the product is likely to be purchased, they should also ask what might stop the customer from purchasing it a second or third time. Members should note the quality level of similar products or services which are already available.

In other words, if the group concludes that, "Yes, the product can be sold", it should also identify the conditions under which that is true. These conditions (quality standards) should be articulated as specifically and concretely as needed to have them understood by all involved.

2) Can We Do It?

Exploring the feasibility of successfully producing an item or delivering a service is similar to exploring marketability. Group members should be encouraged to identify as many of the questions that need answering as

possible. (A list of production questions is also included in this chapter.)

The group may be interested in an alternative for which they have so little initial information that they will need assistance from a resource person before even beginning to answer the questions. (See Navamaga, Overseas Education Fund, 1983)

When considering the feasibility of a particular product or service, women should pay close attention to the time and space needs of the business. Would the enterprise allow needed flexibility? Could women work at home if necessary?

Associated with the question "Can we do it?" is the question "Can we do it well enough?" It is at this point in the evaluation process that group members must make some assessment of their skills and their need for training and/or practice time.

Women should also be encouraged to consider the complexity, and therefore the level of managerial ability needed, of a proposed enterprise.

3) Can We Make a Profit?

If it has been shown that it is possible to make and sell the product or service, the next step is to determine if such an endeavor would be profitable.

Determining financial feasibility (profitability) is a matter of answering two questions:

- Can we sell the item/service for more than it costs us to produce/do it?, and
- Can we sell enough items/units of service to recover our start-up costs?

To determine if an item can be sold at a profit, one must first determine the cost of producing it. The difficulty of assessing this per item cost will vary, depending on the number of materials used and the number of total business costs, like rent, that need to be built into it.

The first step in determining the cost of the materials used in each item (or for each unit of service) is to determine the amount of each material used. If materials will be purchased in quantity, the amount used per item is divided into the amount of the purchase to obtain the number of items which can be made from it. The cost of the purchase is then divided by the number of items to be made from it to determine the per item material cost.

| EXAMPLE |

PER ITEM MATERIAL COST

A candle-making enterprise would use 2 oz. of wax per candle. Wax can be purchased in 20 lbs. chunks at a cost of $5.00 each. The cost of wax per candle is calculated as follows:

20 lbs. = 320 oz.

Step 1: $\frac{320 \text{ oz.}}{2 \text{ oz. (wax used per candle)}} =$

160 candles per 20 lbs. of wax

Step 2: $\frac{\$5.00}{160} =$

$.03125 for wax per candle

The share of total business costs that should be built into the cost of each item is calculated by first totaling the expected business costs of a given time period, such as a month. (If the costs for the total business are sporadic, they should be averaged.) Next, the number of items that will be produced (production level) in that same time period is estimated. Finally, the business costs are divided by the number of items to be produced.

| EXAMPLE |

PER ITEM SHARE OF TOTAL BUSINESS COSTS

Step 1: Monthly business costs in the candle-making enterprise are expected to be:

Rent	$5.00
Fuel	2.00
Equipment replacement cost (for a caldron which will cost $24 and is expected to last one year)	2.00
	$9.00

Step 2: The enterprise expects to produce 500 candles a month.

Step 3: Per candle share of total business costs:

$$\frac{\$9.00}{500} = \$.018$$

The per item material costs and the per item share of total business costs are totaled to obtain a preliminary per item cost figure. This cost figure should then be compared to the expected price of the item to determine if the item could be sold for more than it would cost to produce it.

| EXAMPLE |

PRELIMINARY COST/PRICE COMPARISON

Step 1: Preliminary cost per candle is calculated:

Material costs	$.03125
Share of total business costs	+ .018
	$.04925/candle

Step 2: Preliminary cost is compared with expected price:

If mass-produced candles are available in the local market for $.04 each, then the project can already be judged to be unfeasible. However, if candles sell locally for $.10 each, further exploration is justified.

In determining the preliminary per item cost, no labor expense is considered. In a cooperative endeavor, the workers'/owners' compensation can be calculated in many ways. Group members will need to discuss these options and decide which is most appropriate for them.

Compensation can be based on hours worked or items produced. If one of these methods is chosen, then workers' recompense should also be calculated into the per item cost.

Group members may, however, decide to pay themselves by dividing up whatever profits (excess of sales revenues over costs) they make. If the "splitting the profits" method is chosen, however, members must also decide if these will be divided equally, according to hours worked, by need, or by productivity level of the individual member.

The second question that must be answered to determine financial feasibility concerns the recovery of the initial "one time only" costs of starting the business. How many items need to be sold to recover these costs? How long will it take to sell that many?

The first step in answering these questions is to identify and total all such costs. Included might be training, stipends for members while they attend training or materials needed to build a work space.

The next step is to determine how many items the business will have to sell to recover these costs. How this calculation is made will depend in part on how members have chosen to compensate themselves.

If workers'/owners' compensation is built into the per item cost, then the number of items that must be sold is calculated by dividing the "one time only" costs by the per item profit (selling price minus cost).

| EXAMPLE |

RECOVERY OF INITIAL COSTS WHEN LABOR IS INCORPORATED IN PER ITEM COST

Step 1: Initial costs are calculated:

The women in the candle-making enterprise would have the following initial costs:

Room and board for a government extension worker to come to their village and train them	$10.00
Materials to build a dipper and a drying frame	5.00
	$15.00

Step 2: Per item profit is calculated:

Per candle selling price		$.10
Less the per candle cost:		
Materials/Business cost	$.05	
Labor	.04	
		.09
		$.01

Step 3: Candles to be sold is calculated:

$$\frac{\$15.00}{\$.01} = 1{,}500 \text{ candles}$$

If the group produces and sells 500 candles a month, it will take three months to recover the initial costs.

If, however, the members pay themselves from the profits, the number of items needed to be sold, and therefore the time it takes to recover these initial costs, will depend entirely on the size of their compensation.

Since it involves rather advanced numeracy skills and some concepts that might be quite foreign to them, group members may have a difficult time with financial feasibility. However, if they have already gathered cost and marketing information on their own, they will be in a much better position to start working with these numbers/concepts. They will probably need help and perhaps some training. (Math Fluency Games, Technical Note No. 8 from the Center for International Education, University of Massachusetts, may be a helpful tool for this type of training.)

If, however, after attempts at educating and drawing examples from their own lives, no group members are able to apply these concepts to the idea they are investigating, then the alternative is probably too complex for their level of management skill. The need to train, or possibly hire, someone to do costing, etc. should be discussed, as should the exploration of other, simpler, options for generating income.

Deciding on a Product/Service

Having determined that one or more enterprise alternatives are feasible, group members must decide what they want to do.

Discussions that are focused on what they like and do not like about the alternative(s) will help identify potential problems. By this point, members have much more information about the options than they did when they first named them as attractive. Are they still attractive? Are they attractive in different ways?

Members should review their stated needs and goals as well as the information about their current lives. How will starting a given business address their problems? Is it likely to cause other problems?

Another very important question for members to consider is: "Is this enterprise alternative worth it?"

Faced with a desperate need for income, women often underestimate the value of their unpaid labor. Since the cash earned through an endeavor may buy only a portion of what the women could otherwise have produced for themselves, they could end up working "twice as hard for half as much."

Another issue that should be considered when judging whether a particular alternative is worth the effort of developing is the long-term prospects of the enterprise. Members should consider what circumstances could make the product/service obsolete or unnecessary. For example, a group which may produce ceramic pots should consider the possibility of such containers being replaced in use by plastic ones.

The choice of which alternative to develop belongs to the women who will be doing it. How that decision is made will depend on the decision-making method they have chosen. If a conflict arises, however, it is hoped that they will explore the potential of developing other options. A cooperative in Mali, for example, decided both to make soap and dye cloth and individual members chose which activity they most preferred. (Susan Caughman and Mariam N'diaye Thiam, The Markala Cooperative, Seeds No. 5)

QUESTIONS FOR EVALUATING ALTERNATIVES

MARKETING

- Who will buy the product/service?
- How many such people are there?
- Why will they buy it?

  because they need it?
  because it is special and cannot be gotten elsewhere?
  because it is convenient?
  because the quality is good?
  because it is all that can be afforded?

- What might change these circumstances?
- How often will a customer buy it?

  Once?
  Daily?
  Yearly?
  On special occasions?
  If only "when needed", how often is that likely to be?

- Are there similar products/services available now?
- What is the quality like?
- What do people pay for similar items now?
- Will the market be flooded if we produce this?
- Do the people for whom the product/service is intended have the money to purchase it?
- How will we get our product to where people can buy it?

QUESTIONS FOR EVALUATING ALTERNATIVES

PRODUCTION

- What skills and abilities are needed to produce/do this?
- How many people, at which skill level, are needed?
- Do we have these skills or will we need training?
- Is training available?

  If so, how long will it take?
  How much would it cost?

- What raw materials do we need?

  How much do we need?
  What do they cost?

- Are they consistently available?

  If not, can they be stored?
  Are substitutes available?
  Are there several sources?

- What tools and technology are needed?

  Are they available?
  At what cost?
  Is maintenance assistance available, if needed?

- Do we have space to do the work?
- How would the work have to be scheduled?
- What financial resources are available?

QUESTIONS FOR EVALUATING ALTERNATIVES

PROFITABILITY

- What is actually needed to start the business?

  Equipment?
  Materials?
  Training?

- What is the cost of these?

- How much time will the group members need to invest in the business before it actually starts operating? (training, building a work space, etc.)

- What compensation is needed for this time?

- What will it cost to produce each item or unit of service (includes materials, worker's time, a portion of the "replacement cost" of any equipment being used, etc.)?

- At what price is the item/service likely to sell?

ENTERPRISE ALTERNATIVES

BUILDING ON EXISTING SKILLS

Skill: Food Production/Preparation

- Vegetable Gardens for Cash Crops
- Growing Soybeans
- Poultry and/or Egg Production
  (manure used or sold as fertilizer)
- Herb/Spice Production
- Raising Pigs
- Raising Goats
- Raising Rabbits
- Beekeeping
- Peanut Oil Production
- Tofu Production
- Bakeries
- Preserving Fruits/Vegetables/Meats
  - pickling
  - salting
  - smoking
  - drying
  - canning
  - curing

Skill: Sewing

Also:	To Make:
Weaving	School Uniforms
Spinning	Towels
Tailoring	Dishclothes
Dressmaking	Awnings
Embroidery	Tarps
	Rain Flaps for Vehicles

ENTERPRISE ALTERNATIVES

Skill: Fabric Design

Also:
- Screen Printing
- Woodblock Printing
- Batik
- Tie-dye
- Patchwork

To Make:
- Curtains
- Pillows
- Wallhangings
- Greeting Cards
- Clothing
- Calendars
- Educational Posters
- Commercial Signs

Skill: Fiberwork

Also:
- Wickerwork
- Bamboowork
- Weaving

To Make:
- Mats
- Baskets
- Brooms
- Brushes
- Rope
- Furniture

Skill: Clay Work

To Make:
- Bricks
- Tile
- Pipe
- Pots

ENTERPRISE ALTERNATIVES

NEW SKILLS AND SERVICES

Welding
Carpentry
Papier-mache
Tanning
Leatherwork
Glass-cutting
Glass Bead Making
Flowermaking
Raising Earthworms
Solar Salt Making
Crocodile Farming
Charcoal Production
Local Processing of Raw Materials
Shoe Repair
Appliance Repair
Blacksmithing
Soap Production
Carpentry
Meal Processing
Grading Coffee Beans
Transportation
Milk Collection Service
Pharmacy
Small Variety Store

Chapter 8

FORMING AND IMPLEMENTING A PLAN OF ACTION

Having assessed its current situation, and decided what to produce and sell, the group must organize its work. It must shift from context planning to action planning.

TASKS

Members will be developing the procedures of their enterprise. To do so, they need to understand the interrelatedness of tasks, the relationship of task to goal and the need to define tasks specifically. If the group has experience with planning activities focused on organizing familiar tasks (Chapter 6), it is more likely to be able to adequately plan for new activities and tasks.

The basic areas of work which must be planned are:

- o Acquisition of training
- o Acquisition of materials
- o Acquisition of financial resources
- o Production/Scheduling of services
- o Marketing
- o Fulfilling legal requirements
- o Recordkeeping
- o Monitoring

The process for planning on this level is:

1) Define the Objective. In specific, measurable terms, what needs to be accomplished? When is it to be accomplished?

2) List the Tasks Involved. What exactly are the steps to accomplishing this?

3) Identify Needed Resources. What will be needed to get this done? Include personal resources such as time and space.

4) Prioritize the Tasks. Which is the most important task to be completed? Next?

5) Sequence the Tasks. What needs to happen first? Next?

These steps are repeated on an ever-more detailed level. For instance, "getting raw materials" is not only a task involved in the production of a good, but includes other more detailed tasks such as "arranging transportation". In turn, "arranging transportation" includes other tasks.

It is helpful to show this breakdown of tasks on a chart, especially if the chart can be saved and perhaps displayed. It can be used later when assigning job responsibilities. If group members are illiterate, symbols can be used to represent different tasks. (The symbols chosen to represent various jobs may also reveal members' perceptions of the tasks.)

A chart such this can also be used to check on the completeness and relevancy of the work planned. The question "How will we do General Task A?" should be able to be answered by the lists of Specific Tasks B, C, and D. The question "Why do 'D'?" should be able to be answered by "To get 'A' done."

EXAMPLE

TASK CHART

General Task	More Specific Tasks	Resources Needed
Bring Items to Market	Collect items from members	Basket
	Carry items to bus	
	Pay bus fare	Money from account

Tasks can also be represented and arranged in other, more visual forms. For example, a general task can be represented by a large circle of paper and specific tasks represented by smaller circles within it. Needed resources should be put on separate, perhaps square, pieces of paper.

The value of identifying and organizing work in this way is that it a) defines the work to be done rather than job titles, which is especially important in cultures which view organization as the creation of a hierarchy, b) spells out the relationship between tasks, which reinforces accountability, c) affirms that carrying out tasks requires resources (including time) which will encourage individual women to ask for help when they need it, and d) helps identify those areas in which specific outside help is needed.

Perhaps most important, however, is that, when the relationship of tasks can be visualized, the need to prioritize and sequence them becomes clearer. With this foundation of understanding, the uses of and need for timelines also become clearer.

The calendar, or some other mechanism for marking and measuring time, can be introduced as a planning tool at this time. Each task, in order of priority, and the estimated amount of time to accomplish it, should be charted. It will become clear that some specific tasks related to different general tasks may need to be carried out at the same time. For example, preliminary arrangements for marketing goods may need to be done at the same time the initial supply of raw materials is obtained. This is an extremely important aspect of planning to be learned since, once in operation, most enterprises are involved in some aspect on all of the tasks at all times.

When organizing its work, the group may find it helpful to think in terms of work that involves only members and work that also involves nonmembers. For instance, setting work schedules will be done among members, while contacting suppliers and making sales will involve others. If there are concerns about dealings with nonmembers, they should be discussed and resolved at this time.

BUDGETING

The decision of what to sell was based, among other things, on the belief that the choice could be produced and sold profitably. The information used in reaching that conclusion is now used to determine how much money is needed to get the enterprise started.

As the group organizes its work, it will generate a list of financial, material, and human resource needs. Using this list and the cost information they obtained when assessing feasibility, members can develop a budget for the launching of their business.

| EXAMPLE |

START-UP BUDGET

Step 1: Identify needed resources:

The women who want to start the candle-making enterprise discussed in Chapter 7 generate the following list of needed resources:

Material

wax	dipper	ledger
wicks	drying rack	workspace
caldron	fuel	

Human

10 trained candle-makers

Financial

$10.00 to register as a cooperative
$5.00 to purchase a vending permit

Step 2: Determine all costs:

A government extension worker is available to train the ten group members. However, the group will have to pay for the worker's room and board for the duration of the training. This will cost $10.00. The training consists of five consecutive days of full-time instruction and a two-day follow-up visit one month later. Group members determine that, in order to attend the five-day session, each will need to receive a $2.00 stipend to purchase cooked food which they would otherwise have prepared at home.

The women estimate that it will take three months before the enterprise generates enough income to cover all of its monthly operational expenses. Therefore, they include three months of operating expenses in their initial budget.

Step 3: Develop budget:

Using the cost information they gathered, the women develop the following two-part budget:

Start-up Costs		
Training		
Room and Board for Extension Worker		$10.00
Stipend for Group Members		20.00
Equipment/Materials		
Materials for Candle Dipper and Drying Rack		5.00
Caldron		24.00
Ledger		1.00
License/Fees		
Cooperative License		10.00
Vending Permit		5.00
	Subtotal	$75.00
Initial Operating Costs (3 mos.)		
Rent		$15.00
Fuel		6.00
Equipment Replacement		6.00
Materials		
Wax		15.00
Wick		3.00
	Subtotal	$45.00
	TOTAL	$120.00

The women will need $120.00 to start their enterprise.

Budget information may be used as part of a proposal for seed funding, to apply for a loan and/or to plan how much more the group must save before the business can be started.

REASSESSMENT

Once a plan of action is developed, its feasibility should be evaluated. Group members now have considerably more information about what is involved in starting and running their choice of a business than they had when they selected it. So, despite the careful analysis used in choosing the product or service to be sold, that choice should be reconsidered at this point. Is the option still attractive to members? Do members have access to sufficient resources? Is the group large enough for the undertaking? Is the scope of the enterprise too small for the needs of the women? Do members still want to do it?

In the candle-making example given, group members discovered when developing their plan of action and budget that they had higher start-up costs than they had originally believed (license/fees, group members' stipends, ledger). They would need to recalculate the time and level of production needed to recover these costs and decide if the endeavor was still feasible.

QUALITY CONTROL

The acceptable standard of product or service quality, based on what is marketable, should be emphasized during the planning stage. This standard should be as specific as possible, perhaps expressed in concrete terms ("All weavings must be as long as this stick"). Everyone should understand these standards, how they were established and the consequences of not meeting them <u>before</u> they start producing for sale. If the women are not able to consistently produce this quality of product/service, it is an indication that training and/or additional practice is needed.

RECORDKEEPING

When planning and budgeting, group members are projecting their future needs. This is a good place for the development worker to introduce the uses of recordkeeping systems.

It is extremely important that the women involved in the enterprise understand both the purpose of keeping records and how to use the data/numbers they generate. The worker can spark this understanding by using the lists of needed resources and sequenced tasks that were generated during the planning sessions and asking questions such as "How will you know when to buy more materials?" In this way, recordkeeping is introduced as an integral part of planning and is seen as providing valuable information to be used in future decision-making.

Most problems with recordkeeping in micro-enterprises arise because either no records are kept or attempts are made to implement inappropriately complex and ultimately unusable systems. A development worker should not feel compelled to train members in double-entry bookkeeping methods, which may only confuse them. Such methods are one solution to the problem of how to get information, but they are a solution that requires a relatively high skill level. If such skill is

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"Small business consultants who were advising village shopkeepers in Kenya were surprised that some of their most successful clients were illiterate. Their success may in part have been because they did not spend time keeping written records which were taught in Government training courses but whose actual use nobody was able to explain. It was clear, however, that these people could not have successfully managed a large enterprise."
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lacking and the enterprise is not too complex, there are other options. If the problem is truly understood, members can develop their own systems to solve it.

The system that is finally developed and used needs to provide the following information for each of the human, financial, and material resources:

1) a record of what has come into the enterprise
2) a record of what has left the enterprise
3) a method of comparing these amounts for a given time period

The following are suggestions for recordkeeping systems for each type of resource. Though they provide information that most enterprises need, they may or may not be appropriate for any specific business. Recordkeeping systems should be as SIMPLE AS POSSIBLE while still providing the needed information.

Human Resources

Every operation needs to know the number and level of expertise of workers having each needed skill (management or technical). The need to keep formal records of members' skills will vary tremendously, depending on the size and type of operation, the skill levels needed and to what extent this information is "general knowledge". In general, the more complex the operation, the more formal a recordkeeping system is needed. In terms of human resources, an enterprise's complexity is determined by a) the number of workers, b) the number of skills that are needed in the operation, c) the extent to which work is divided among members, and d) the extent to which group members market their products/services cooperatively.

In some businesses, a record of individual productivity levels may be needed. Such information might be used to

'etermine each member's compensation, to make decisions about :cepting orders, or to distribute materials.

An enterprise that requires a variety of skills and/or emphasizes skill development, may need a method of tracking individual workers' abilities. A cross-referenced filing system can be adapted to various situations to provide this information. In such a system, two sets of cards (or lists) are maintained. The first set details individual workers' skills. A card containing information on training received, skill level and organizational duties/responsibilities held is maintained on each worker. A second set of cards is organized according to the skills and job duties needed in the enterprise. Each card in this set lists the names of members capable in those areas.

Material Resources

Records kept on material resources, usually called inventory records, help indicate when, and in what quantities, new materials or stock need to be obtained. They can also be used to keep track of where materials are located. This is helpful, for example, in enterprises where women take materials home to work.

Records may need to be kept on three types of inventories:

1) Property Owned and Used By the Enterprise.

This includes all the items that are needed to operate but are not "used up" each time a product is made or a service is rendered. Examples would be tools, cooking utensils, looms, carts or a kiln.

This inventory may simply be a list of items. However, it should include the date each item was acquired, its cost and where it is located.

2) Consumable Supplies.

These include the raw materials used to produce the enterprise's product or service. A manufacturing enterprise would need to keep records of the wood, wool, thread or leather, for example, needed to make its product. A retailing enterprise would keep an inventory of its stock to be sold. Depending on what it provided, a service enterprise might have no consumable supplies at all, or it may have items such as paint or cleaners.

This inventory may be kept as a list, a file or simply as drawings of items with hash marks above them to indicate the original number available and hash marks below them to indicate the number sold/used. In most cases, information should also be maintained on when the items were purchased, cost, and present location.

3) Finished or Partially Finished Products.

This information is needed in manufacturing businesses and written records may be especially helpful in those in which work is not done at a central location.

Financial Resources

It is only by maintaining accurate financial records that an enterprise will know if it is truly making a profit or if it will have enough cash for its future needs. At a more complex level, records may also be needed for legal/tax purposes or to secure future credit.

Alternatives to double-entry bookkeeping systems have been developed. Accounting for the Microbusiness, A Teaching Manual (Peace Corps ICE R-23B) presents a method of teaching and implementing a simplified system. Navamaga (Overseas Education Fund, 1983) also offers an activity for teaching financial management.

The most common problem with keeping financial records in microenterprises is the mixing of personal and business funds. Members must understand that there is no way to assess how the

business is doing if it does not have its "own money". If members understand recordkeeping to be information-gathering, then the need for separate funds may be easier to accept. If not, the development worker may simply have to stress the importance of not using the enterprise's resources for personal needs, perhaps through "investing in the future" analogies (not eating grain that is intended for seed, supporting a child through school so that he might help support the family). Still, the distinction between personal and work finances may be harder to make if the majority of group members are related. In those cases, it may simply be seen as an extension of family resources. Members are less likely to "borrow" from the enterprise's resources to cover personal expenses if the finances are monitored by several unrelated members.

WORK ASSIGNMENTS

All of the tasks that have been identified need to be carried out by someone. The key to successfully sharing responsibility among several people is clarity - about the work to be done, the person(s) responsible for it, and the time by which it needs to be completed.

The planning chart which was developed to display all the tasks to be completed can be very helpful at this point. For the initial assignments, each task should be reviewed with the group and an individual designated to carry it out. Precisely how this designation is done will depend on the group, its structure and the culture. Once the designation has been made, the individual's name should be displayed with the task, which will emphasize accountability.

The initial work assignments in a cooperative endeavor are likely to be based on individual availability and ability. Some management functions such as financial monitoring will probably fall to the person with the highest level of numeracy skill. Purchasing may be done by the woman known for always getting the best bargain. Care should be taken, however, to ensure that individuals who are interested in learning new jobs get the opportunity to do so.

Chapter 9

MONITORING, EVALUATION AND CHANGE

Once in operation, the enterprise must be monitored and evaluated, its developments noted and assessed. The need for adjustments must be recognized. As was noted in the characteristics of effective projects (Chapter 2), effective programs evolved, resulting from many adjustments, some small, some large.

To monitor is to watch, to be aware. There is much that a new group endeavor needs to be aware of: its operations, its resources, its production and sales, its environment, and its impact on the lives of those running it.

OPERATIONS

An enterprise which relies on the cooperation of many people must keep aware of how well its coordination and cooperation are maintained. Care should be taken that, once the group "goes into action" in implementing its action plans, opportunities to voice concerns and recommend changes are available. If regular meetings do not occur naturally in the course of the business, they should be scheduled. Reports on activities and other information related to progress on the plan should be shared. This is an opportunity to review work assignments (and stress accountability through peer pressure) and make any necessary adjustments.

And adjustments will have to be made. Any new enterprise, whether it is in an industrialized or a developing country, needs time to "work the bugs out" of its operations and recognize which "bugs" it will have to learn to live with.

RESOURCES

The enterprise will have to consider its procurement and use of each of the three types of resources (material, human, and financial).

Human Resources

Group members, the enterprise's human resources, should monitor themselves in two ways. Although this will probably be done informally on an ongoing basis, at some point it should be done more formally, perhaps as a group meeting.

First, "productivity capacity" must be considered. How many people are involved? How productive are they? Are group members finding that, over time, they are increasing or decreasing in productivity? Is this cyclical? What influences productivity and how will this affect future plans?

The second area to be considered is the extent to which the group members themselves are developing. What skills (technical, managerial, organizational) are being learned? How fast are those skill levels increasing? Are members satisfied with this?

Material Resources

The flow of material resources is monitored by checking the inventory records with sales/use records and actual counts of the stock. The total of sales and on-hand stock should equal the amount shown on inventory records as available. Discrepancies may indicate a number of things, one of which is theft. Other possibilities, however, include inaccurate recordkeeping (including record of location) or, depending on the resource, rot, spoilage, or consumption by vermin.

When a count of materials is taken, present quality should be noted. Materials bought in large quantities may deteriorate before being used or sold. A change in acquisition procedures may be needed.

A study of inventory records may also reveal a cyclical nature of the enterprise. More materials may have been used or sold at certain times of the month or year. This is important information for future planning.

Financial Resources

Close monitoring of financial resources is extremely important. Three questions should be able to be answered at any time:

1) Are we making a profit?
2) What is the net worth of the enterprise?
3) Does the business have enough cash for its needs?

The answers to these questions are obtained by compiling information gathered through financial recordkeeping into financial reports. The following is a description of this process, including comments on common points of confusion. More information and detailed instructions are available in the accounting and business consulting resources noted.

1) Are we making a profit?

An enterprise must know if it is making money, losing money or breaking even. This is determined by subtracting the expenses of a given time period from the income of that same period. If the resulting figure is positive, it represents a profit; if it is negative, it is a loss. If the expenses and income are equal, the enterprise has broken even for that time period. A comparison such as this is called a Profit/Loss Statement.

Problems can arise when preparing Profit/Loss Statements if there is not a clear understanding of the definitions of income and expense.

Income is the money that comes into an enterprise from sales of the product or service. It is not money obtained from loans, grants, or members' contributions.

Expenses are the costs of making that product or providing that service. There are usually three kinds of expenses

considered in a Profit/Loss Statement: employee expenses, direct expenses, and indirect expenses.

Employee expenses are the costs of providing compensation to those that do the work of the enterprise, if that compensation in considered part of the cost of producing the product/service. (A cooperative which chose to simply divide its profits among members would have no employee expenses unless it hired someone.)

Direct expenses are the costs of those things that actually become a part of what is sold. In the candle-making example (Chapters 7 and 8), direct expenses would include the cost of wax and wicks.

Indirect expenses are the costs of maintaining the business. These include rent, utilities and a portion of the replacement cost of any equipment that is used. In the candle-making example, indirect expenses were rent, fuel, and the cost of replacing the caldron. As another example, in a sandal making enterprise, the cost of the leather that becomes part of the sandal is a direct expense. Rent on the building where the sandal is made is an indirect expense and payment to the woman who makes the sandal is an employee expense.

Since profit or loss is determined for a given time period (week, month, year), income and the expenses that were incurred to make that income, must be determined for the same period. A retail enterprise which sells many small items may have difficulty tracing the direct expense of each item. A manufacturing business with a large inventory of materials that is not all used in one time period will have the same problem. In these circumstances, an inventory-related method called "Cost of Goods Sold" (COGS) is used to determine direct expense.

In COGS, the value of the inventory at the beginning of the time period is added to the value of all inventory purchased through that period. The value of the inventory at the end of the period is subtracted from this amount to obtain the COGS.

| EXAMPLE |

COST OF GOODS SOLD (COGS)

Step 1: Determine value of inventory at beginning of time period:

On January 1st, a small store had inventory on its shelves for which it had spent $20.

Step 2: Add value of inventory purchased in time period:

On January 15th, the store purchased $15 worth of goods to sell.

$$\begin{array}{r} \$20 \\ +\ 15 \\ \hline \$35 \end{array}$$

Step 3: Determine value of inventory at end of time period:

On February 1st, the store had inventory on its shelves worth $25.

Step 4: Subtract value of ending inventory from value of beginning inventory and purchases:

$$\begin{array}{r} \$35 \\ -\ 25 \\ \hline \$10 \end{array}$$

The store's COGS for January $10.

(NOTE: The value of the ending inventory becomes the value of the beginning inventory for the next time period.)

2) What is the net worth of the business?

An enterprise must keep aware of what portion of its financial and material resources (its assets) it actually owns. The value of this portion is called the net worth of the business.

A business's net worth is calculated by totaling the value of all its assets (cash, savings, inventory, equipment, and accounts receivable (money owed the business for goods sold)) and subtracting its liabilities (loans, accounts payable (money the business owes for goods or services it has purchased) or compensation owed workers). If the group has no outstanding loans, does not buy on credit and is up-to-date on payments to workers, then its net worth will be equal to its assets.

Net worth is determined in a financial report called a Balance Sheet. In this report, assets and their value are listed and totaled on one side of a sheet of paper. On the other side, liabilities are listed and totaled. The difference between the two, the net worth, is then added to the liabilities so that the two sides "balance".

EXAMPLE

BALANCE SHEET

BALANCE SHEET		Date:	
Assets:		Liabilities:	
Cash	$15	Credit Union	
Savings	80	Loan	$175
Supplies	60		
Inventory	90		
		Net Worth	$70
Total Assets:	$245	Total Liabilities and Net Worth	$245

Monitoring net worth is important because it is a measure of an enterprise's growth. If more money comes into the enterprise than is needed to cover basic expenses (if the enterprise makes a profit), then net worth increases. This can be used to reinvest in the enterprise or it can be used to pay off a liability.

3) Does the business have enough cash for its needs? Enterprises both buy and sell and they must plan for their future cash needs. Inventory counts and sales and expense records can be used in this planning.

Inventory counts provide information not only on the stock on hand but on the rate at which materials have been used. Unless circumstances are expected to change, the business can use this rate when projecting its future needs. If inventory records have also been used to keep track of items currently in production, then approximate dates of completion (and receipt of income) may also be determined.

Sales records may be helpful in identifying sales cycles and estimating expected income. Expense records may be useful in projecting future expenses, though possible changes in costs must always be considered. By charting expected expenses against expected income on a calendar, a business can better judge whether it can afford, for example, to purchase a large quantity of supplies at a discount or if it must conserve its cash for other purposes.

The enterprise which has taken out a loan or buys and sells on credit must consider these payments when planning for its cash needs. Dates when payments must be made (or are expected to be received) must be scheduled at the same time expected expenses and expected income are charted. The enterprise must also be able to assess fairly accurately what

percentage of its Accounts Receivable it will actually collect. Unless the business is quite certain that it will receive payment on time (as determined by the long, favorable credit history of those who owe it money), it should not rely on its Accounts Receivable for cash.

PRODUCTION AND SALES

The group must keep track of its rate of production and sales. This information, combined with the financial profit/loss records and reports will help the organization make decisions about its future plans.

If the group is fortunate enough to find that it is making a profit and is not able to meet the demand for its product/service, it can either increase production or raise prices. (After testing the market with one of these options, members may decide to do both.) If members are not able to increase production through their own efforts, they may want to train others to work with them. An enterprise in this situation is also in a very good position to apply for funding to expand or, perhaps, to become a model for other businesses.

An enterprise may find it is meeting the demand of its current market and operating at a financial gain. In this case, profits can be used to pay off debts, reinvest in the enterprise, etc. The business should stay at this level long enough to build up resources and test the reliability of its market. It might then choose to expand either by increasing production and entering a different market (perhaps by selling on consignment in a different area) or by introducing a new product or service. For example, the candle-making enterprise discussed in Chapters 7 and 8 could expand by developing lines

of colored candles or molded candles or simply by selling their candles in the next town.

However, a decision to expand should be made only after assessing the situation as thoroughly as when the business was first started. This includes assessing members' personal capacity for increased production and the ability to manage a more complex operation. If members do choose to enlarge their business in either of these two ways, they should take care to maintain their position with their current, reliable product and market.

Unfortunately, the enterprise may not find itself in such ideal circumstances. It may not be able to sell all that it produces or it may find that it is operating at a loss.

Improving these situations may require a change in how a product is made (or a service performed), or a change in how/where it is sold, or both. Determining what changes must be made requires some investigation.

When studying these problems, the group should use the feasibility study as a starting point. What about the situation is different than was projected?

If items are not being sold at the price or in the quantities expected, why not? Is quality poor? Is there unforeseen competition? Is the item/service less desired or needed than originally thought?

If a specific problem in quality exists, it may be corrected with technical assistance or additional training. Addressing other problems may be more complicated.

The same total profit can be earned by selling many items at a low profit each as by selling only a few items at a larger profit on each. Therefore, an enterprise that needs to make a larger profit can either produce and sell more items at the same cost and price or sell the item at its present price and quantity, but produce it for less.

The group will have to evaluate which, if either, of these directions is most reasonable. Does it have the resources to produce in larger quantities? Does a market exist for the additional items? Where could production costs be cut?

The members may also have to realize that the product/service they developed is inappropriate. They may need to drop it and go into another area. If this appears to be the case, however, the group should seek technical support before doing so. Businesses, even those built on strong, viable ideas, can take a long time to stand on their own. Women with little or no business experience may have a hard time judging whether their enterprise has entered a predictable, temporary slump or is showing signs of its ultimate demise.

ENVIRONMENT AND IMPACT

The areas discussed so far (operations, resources, production and sales) are influenced primarily by actions and decisions that occur within the enterprise. They are associated with action planning and are monitored and evaluated to make sure the business is "doing things right".

An enterprise must also monitor and evaluate those areas associated with context planning - with "doing the right thing". Group members must consider whether the business continues to be appropriate to the environment and to their lives.

If it is to grow and maintain its successes, an enterprise must stay alert to changes in its environment. The earlier a business recognizes change, the more time it has to find the opportunities presented or plan its strategy for adjusting to the situation. A business must look for developments which might affect its production (increased competition for materials) and marketing (introduction of new competing products).

A cooperative enterprise depends on the sustained commitment of its members. The women who created the enterprise did so as a means to an end. Therefore, the business must also be evaluated in terms of the problems it alleviates and the problems it may have created.

Members should establish an "official" mechanism to review their business environment and the impact of the enterprise on a regular basis. This review process should be formalized for two reasons. The first is that significant changes in the environment can go unnoticed because members' personal lives and the day-to-day operation of the business are very demanding. The second reason to establish a regular review of these issues is that an enterprise can have a negative impact on several members who all consider it a "personal problem". This can cause low morale, drop-out, and a negative image of the business in the community.

This review process may take the form of regular meetings at which these issues are discussed. Eventually, an annual review (held on the enterprise's "birthday", after the first rain, etc.) should be often enough, but during the early life of the business, members may want to consider these issues more frequently. (Members should also feel free to initiate a review at other than the regularly scheduled times if a significant event seems to warrant it.) The purpose of a review is to:

- identify changes (or impending changes) in the environment that have or might effect the business,
- identify ways in which these changes could help or hurt the enterprise,
- identify possible changes the enterprise could make to minimize a negative impact or to take advantage of an opportunity,
- identify changes that have occurred in their lives of individual members as a result of the enterprise,
- identify the ways in which these changes have been positive or negative, and
- identify changes that the enterprise could make to minimize a negative impact on members and maximize a positive one.

Two activities which can be used to help in this identification are provided at the end of this chapter. These activities can be conducted by the development worker initially, but group members should be trained to facilitate their own sessions. The group must learn to evaluate its own activities if it is to be self-sufficient.

Reviewing the impact of the environment on the business and the impact of the business on members combines aspects of problem identification, goal-setting, information-gathering, and alternative generation and it may suggest that changes need to be made. However, the process may not be complete enough to make decisions at the time of the review. Many issues may need to be considered, and perhaps significant information gathered, before a change is judged to be needed and appropriate.

And, finally, the development worker must realize that, ultimately, the value of the enterprise can only be judged by the impact it has had on the lives of the women who formed it, and it is those women who must do the judging.

ASSESSMENT ACTIVITY 1

RECOGNIZING AND RESPONDING TO CHANGE

NOTE: This activity can be, and may need to be, completed over several sessions.

Enterprises must be aware of and make plans to respond to changes in the environment that might affect them.

Purpose: To help group members identify changes in the environment, ways those changes might effect the enterprise, and strategies the business may be able to use to respond to change.

Materials: Large sheets of paper or blackboard; markers or chalk.

Process:

1. Introduce the activity by explaining that you will be looking at changes that have occurred in the past year (or since the last review). Explain that change is always happening. Sometimes it happens so slowly that it is barely noticed, such as when we age. Sometimes it is so expected that it is not considered real change, such as when the seasons change. People often only recognize change that is very sudden and very unexpected. Businesses, however, must notice and plan for all types of change that might affect them.

2. On a sheet of paper or the blackboard, write (or, if the group is illiterate, draw symbols for) words such as "People", "Market", "Machines", and "Services". Explain that these are just some of the areas in which changes could occur. For example, a "People" change could be the election of a new mayor or a large migration from the area. "Market" changes could be new items for sale, an increase in the cost of materials, or the fact that local people have more cash. Explain that the group will be listing changes that they have noticed.

3. Ask for a volunteer or two to record the changes. Ask group members to close their eyes and think about a year ago. You may want to remind them of a specific meeting or activity from that time. Now, ask them to think about the year. Mention

specific events that occurred, such as a wedding or a humorous incident that happened at a festival. After a few moments, ask group members to open their eyes and tell you what is different now than a year ago. Ask them what has changed. Record their answers. (If symbols are used to record answers, repeat what the symbol represents after it is drawn. This will make it easier to recall their meaning later.)

4. When a list of changes has been compiled, divide the group into subgroups. Assign each subgroup a portion of the list of changes.

5. Ask each subgroup to discuss the changes they have been assigned. For each identified change, they should discuss the following questions:

   - How might this effect the enterprise?
   - Does it pose a threat, present an opportunity, neither, or both? (For example, easier transportation to and from a village could draw buyers elsewhere, but it may also bring down the cost of materials or allow a small business to expand into another area.)

6. When the subgroups are finished, ask them to report the results of their discussions to the large group. Invite members to share their thoughts on the subgroups' reports.

7. Ask the subgroups to meet again and discuss the following questions:

   - Of all the changes that have been discussed, which might affect the enterprise the most?
   - How might the business respond to this (these) change(s)?
   - What information is needed to make a decision?

8. Ask the subgroups to report the results of their discussions to the large group.

ASSESSMENT ACTIVITY 2

PERSONAL IMPACT

Changes we make in our lives often cause other changes. It is important to notice those other changes, know how we feel about them, and, if we do not like them, find a way to adjust them.

Purpose: To encourage members to examine how participation in the enterprise has changed their personal lives and, if necessary, to identify ways in which the business could be modified to limit unwanted change.

Materials: The questions below. If the group is literate, display them on newsprint or a blackboard, if possible.

Process:

1. Begin by explaining that most changes, even those we choose and want very much, can cause other changes that we did not expect. Sometimes, the other changes are nice surprises. Sometimes, they are unwanted. Remind group members that they started the business because they wanted certain changes in their lives. Explain that the group will be exploring whether they now have the changes they wanted and if they have unexpected changes in their lives. If they have had unexpected changes that they do not like, the group will also look for adjustments that can be made.

2. Ask each woman to think of the problem she set out to solve by participating in the group. What were the goals she set for herself? Give group members a few minutes to think.

3. A) If the group is literate, write or post the questions and ask members to take a few minutes to silently consider and reflect on them in relation to her life. Allow about ten minutes.

   B) If the group is illiterate, read each question and ask members to consider it in relation to her life.

4. After members have considered the questions individually, ask them to meet in groups of three to share their responses.

5. After the small groups have completed their discussions, ask members to come together again as a large group. Ask if anyone would like to share her responses to the questions. Ask if anyone found though the small group discussion that another member had had the same unexpected changes in her life as a result of the enterprise.

6. Ask members to return to their small groups and discuss the following questions:

   o Of all the changes that have been discussed, which are most important? Why?
   o If the most important change(s) is liked, what, if anything, can the business do to make sure it is continued?
   o If the most important change(s) is not liked, what, if anything, can the business do to adjust it?

7. When they have completed their discussions, ask members to come together again as a large group to report their conclusions.

Discussion Questions:

- o Has participating in the enterprise helped you solve your problem or meet your goal(s)?
- o What is different in your life since starting the business? Has it affected your family, your health, or the time you spend with friends, for example?
- o Which of these changes do you like? Which of them do you not like?
- o Has a change happened in your life that might keep you from continuing in the enterprise?

III.

CASE STUDY

Pat is a Peace Corps Volunteer assigned to a rural community development program. She is trained in nutrition and community education techniques. Her site, a small fishing village, had been selected by the Ministry of Health because of its high malnutrition rate.

Pat visits her site as part of her training. She arrives in the village dusty and tired after a ten-hour bus ride. When she is dropped off, children in the area come to greet her and stare. Hesitantly, she asks where she could find Miss Gomez, the rural health worker who is her assigned co-worker. The children laugh at her use of the language, but lead her toward the clinic. They are intercepted by the mayor who has heard of her arrival and come to greet her. He insists that she stay with his family and, taking her bags, leads the way to his house.

She has a pleasant couple of days in the village. She meets more people than names she is able to remember and, each night, is a guest of honor at a different household. There is a small welcoming ceremony for her at the school where the children sing songs for her. She agrees to stay with the mayor's family temporarily when she returns while she arranges to have a house built. She does not meet Miss Gomez, who is said to be visiting her family in the mountains. Pat returns to her training site feeling excited and enthused about working in the village.

After completing training, Pat returns to the village. The bus ride is more difficult for her this time. The bus is very crowded and heavily loaded with sacks of salt. Pat has far more bags with her also, as well as a very heavy box of training handouts that she is sure she will never use. The bus gets a flat tire enroute, which takes hours to repair, so by the time she arrives at the mayor's house, it is almost dark.

Her first few months in the village are full of surprises, frustrations, and small delights. She discovers that Miss Gomez has been visiting her family for about seven months. Whenever she ventures to ask when Miss Gomez might be returning, she is told, "Soon, soon. Just relax." Most of the villagers go to the local healer when they are sick anyway, she is told. The healer is an old woman that Pat has never met. From some of the descriptions of the healer's treatments, Pat concludes that the woman uses local medicinal herbs.

Little progress is made on her house. Villagers help her find a site for it by the sea and in the vicinity of several families and, with help, she selects and purchases building materials. But the materials are delivered to the mayor's home and, despite several arrangements and agreements, her house is not started. She is often told that it is not safe for a young woman to live alone.

When she asks, Pat is told that there is a local mother's club, but she can gather no other information about who are members, when they meet, what activities they have undertaken, etc.

One day, when she is walking along the road with the mayor's wife, she asks who painted the whitewashed stones that edge the path. She is told that they were painted by the women's civic club, a group that was initiated by the mayor to include women in community affairs. Through further questioning, Pat finds that, theoretically, all of the community women are members. The women had done one other project together.

Pat asks if she can meet with the club to explore ways that she might be able to work with them. The mayor's wife says she will set it up and, two days later, Pat is told that a meeting has been arranged for the next week.

Pat spends the week poring over her training handouts. She has been in her site for four months and feels she has nothing to show for it except a pile of building materials at the mayor's house. She prepares a nutrition education presentation for the meeting. The diet in the village consists primarily of fish and rice, although, on special occasions, there is sometimes chicken or perhaps a bit of canned meat. There are pigs in the village, but these are more signs of wealth than sources of food. Since the local diet is so lacking in vegetables, Pat decides that her first lesson will be on nutritious indigenous plants.

On the day of the meeting, about thirty women show up at the school. Pat has met most of them before but is surprised to see an unfamiliar older women ushered in and lead to a front row seat. Pat asks and is told that this is the healer.

The meeting is difficult for Pat. It starts late and is both formal and disorganized. When she is introduced, Pat thanks the women for coming and begins by talking about women's important roles and their contributions to their families' well-being. The women listen politely, but when she starts talking about choices in food, several women comment, somewhat humorously, about needing money to have choices. Pat uses this as an opportunity to say that there are many good foods that grow naturally in the area. However, when she holds up examples that she picked for this purpose, the women laugh, saying the greens are pig food and that they, the women, are not pigs.

Pat is not sure how to respond. She feels embarrassed and a little angry and is tempted to point out that the greens would be better for them than many of the things that they would purchase with cash. But she does not. She finally laughs and jokes back about how the pigs have no money and, "have you seen how big they are?" She then agrees that, yes, food is expensive and that is a problem. She asks if the women would be willing to meet again to talk about some of their problems to see if they might be able to come up with some ideas. Everyone says yes and they agree on a time.

As the meeting breaks up, Pat approaches the healer, tells her that she had been wanting an opportunity to meet and thanks her coming.

Before the next meeting, Pat visits many of the women. She speaks with them personally to encourage their attendance and to find out what their personal concerns are. An unexpected benefit of these visits is that she meets the daughter of one of the members, a young girl named Maria who would be willing to live with her once her house is completed.

She also visits the healer. Pat asks the old woman for her ideas about the village womens' problems and possible solutions. She asks the healer to attend and the old woman says that she will.

Pat tells the mayor about Maria. The mayor says that he knows Maria's family and that he believes she would be a good person for Pat to live with.

Twenty women attend the second meeting. The mayor's wife once again introduces Pat, but then leaves. The healer is there, as are several of the women's children. Most of the women are quiet and look expectantly at Pat. She asks the women to think of something they would like to change in their life and then explains a little about problems and goals. She divides the group into small groups and asks them to discuss the changes they would like to make. As a large group, they then discuss these changes. The women strongly feel they need more money. After much discussion and some supportive comments from the healer, the women agree to meet regularly as a group and try to find a way to make money.

Shortly after this meeting, work begins on Pat's house.

Over the next several months, Pat meets with the group many times. Sometimes they meet at the school, but they also arrange to gather when the women wash clothes and do other chores. Many of the meetings are simple discussions, but Pat also includes nonformal education activities in these sessions, which most of the women consider games, but they enjoy doing them. They explore local resources and needs as well as their own skills and available time. The women decide to try to find an income-producing project that is associated with fish preservation. Neither Pat nor any of the women know much about what options exist in this area, so Pat contacts a government aquatic resources extension agent for information. They arrange to have agents come to the village to conduct a one-week fish preservation seminar.

Two months before the seminar, Pat moves into her new house. She begins to spend time with the families near her. A few of the women in these families are members of the group and she had visited them at home months ago to encourage their participation. She had done very few home visits since that time because attendance was regular so it did not seem necessary. By spending informal time with them, she now discovers that problems are arising with the women's families. Their husbands feel resentful about the women's participation. They feel there is nothing to show for the time the women have spent and resent that the women are working for their own gain, not the community's, like they did with the beautification projects.

Pat talks with two of the husbands individually about their concerns, which seems to lessen their fears somewhat. She also talks to the mayor about the situation. The mayor has been very supportive of the women's group and, in fact, wrote a letter of support to help set up the upcoming seminar.

The mayor suggests that he request several of the husbands' help in arranging a welcome for the extension agents and preparing the school for the seminar. He also offers to focus his welcome speech on how much the whole community will benefit from the agents' visit.

Pat feels better about the situation, but is concerned that none of the women brought this problem up with the group. In the next meeting, which is the last before the seminar, she asks the women if working with the group was causing any changes in their lives. Many say yes and name positive changes or joke. Pat then asks if they had had any changes they did not like. When no one responds, she tells them that she had talked with a couple of members' husbands that did not seem very happy about what the group was doing. She asks if others' families were not very happy about it. Several women nod in response. Pat asks the women why they think the men are unhappy about the group. After much discussion, they conclude that the men feel left out and decide that, whatever project the group undertakes, they will ask the men to assist them in some portion of it.

When Pat is walking home from the meeting with her neighbor, she asks her why no one discussed this problem with her before. Her neighbor hesitates but then tells Pat that she is always talking about what women can do and the group members probably did not think she would understand.

The welcoming ceremonies for the extension agents are well planned and festive. Twenty women attend the seminar itself. Several forms and aspects of fish preservation are covered. The last day of the seminar is also Pat's one year anniversary of arriving in the village.

After the seminar, Pat meets with the women several times to discuss all of the possibilities and to identify which might be best for them to undertake. They decide on solar salt-making. It is the easiest and most economical way to produce salt. A very important factor in their choice is the fact that their village uses over 250 sacks of salt a month to preserve fish.

The group begins to seriously plan for this project. They outline the process and list the materials and resources they will need.

Solar salt-making requires about a 20-meter-square fenced area of flat beachfront land. This area is divided into about 35 bamboo beds/ponds about 15 feet long, two feet wide and six inches high. Each of these must be lined with polyethylene plastic (which lasts up to five years), using nylon string for support.

The salt-making process has three basic steps. Fresh seawater is gathered in buckets and poured into 20 of the 35 beds (Section A). It is left for four days, after which there is about two inches of highly salt-concentrated water. This water is transferred by bucket into six beds (Section B). It is left for four more days. On the morning of the ninth day, the water from Section B is filtered through a cloth to remove sea debris and poured into "crystalizing" beds (Section C). By late afternoon, virtually only the salt remains. It is scooped off the plastic salt beds and any remaining water is drained from it using a wooden box with a metal meshed screen. This salt is sun-dried for one day and sacked.

With this process outlined and their list of needed resources, the women begin to budget for the project. Individual women are given the task of obtaining the prices of various items. They conclude that their start-up costs will be 2,000 pesos.

The women will have to work one hour in the morning and a bit more than that in the afternoon, and they estimate they can produce about three sacks of salt a week. Local fishermen have always purchased their salt from the nearest city at 28 pesos a sack (which includes 3 pesos for transportation). The women's salt would not only be more accessible, but they could sell it for a bit less.

When the women calculate their expected return and divide it into their start-up costs, they conclude that it would take an entire dry season to recover those costs <u>if</u> none of the women take any compensation for their work. They do not feel they can work that long without pay and are even less sure they would be able to get a loan for the 2,000 pesos. Pat asks if the return on three sacks of salt a week would be adequate if the women did not have to recover their start up costs. They say that it would.

Pat offers to look for seed funding for the project but suggests that they consider other options for making money. The women say that they will do that if no seed money is found. Four months after the seminar, Pat submits a proposal to an incountry Peace Corps Project Fund for 2,000 pesos.

Rainy season starts shortly after she submits it. Pat spends a lot of time in her house reading. Though she will be leaving the village before it is through, she decides that she will plant a garden during the next dry season. Maria may be able to help. She also wonders what ever happened to Miss Gomez.

Four months after it was submitted, the proposal is funded. Pat calls a meeting to share the good news and to discuss some of the management issues the group is about to face. They must decide how the income of the project will be divided and how the money will be managed. They also have to decide what they would ask the men to do.

Through a series of meetings, the group decides that income will be divided among those who work. Three members are chosen by the group to be responsible for keeping their records. They will ask the men to help construct the drying ponds.

Six weeks after being notified that the proposal is funded, Pat receives a telegram informing her that the check for materials is ready for her to pick up in the capital city. Since no work can begin on the project until after the rains stop and therefore, there is no urgency about getting the money to the village, Pat uses the trip to the capital city as a vacation. The time away from the village makes her realize that she will be leaving soon.

She returns to the village and arranges to meet with the women to organize purchasing the materials. The group is excited and talkative when they gather. One woman, Pat's neighbor, Mrs. Hernandez stands and asks the women to quiet down so Pat can speak. Pat assures them that she has the money and asks who she should give it to. The room is quiet. Finally, someone asks why she must give it to anyone. Pat tells them that they should be the ones to purchase the materials and reminds them that she will be leaving soon, so they will have to do much for themselves. There is much discussion. The three women who are to maintain the records for the group each say that they are afraid to take it because it is so much money, maybe someone will take it. Finally, Pat says that she will keep it, but that after the materials are purchased,

she will not hold any money for the group. The purchasing of materials is organized and the meeting breaks up.

Pat walks home with Mrs. Hernandez, but they do not talk much. Pat puts the money in a can next to her bed and thinks about going home.

The rains stop and a day is set to construct the salt beds. Four women have been assigned the task of buying the materials. Pat accompanies them by bus to the nearest city where they buy plastic and nylon string. The day the beds are constructed is like a festival. The men build the frames and the women arrange the plastic. Families bring food down to the beach to picnic.

The next morning, the mayor makes a small speech and the women start hauling water from the ocean and pour it into the beds. When they are half full, the plastic on eight of beds pulls from the frames and the water drains back to the sea. The women continue to fill the remaining beds, then try to fix the defective ones. They are able to secure only four of them before leaving to do other chores. In the next days, they repair the others.

The women produce less than one bag of salt in their first ten days of labor. The broken salt beds are part of the reason for the small amount, as is the women's inexperience. They learn that they must not fill the beds too much or too little.

The women are teased about their small harvest. A fisherman agrees to buy the salt, though, and each of the women who worked received a peso.

The women continue to work and their production improves. By the time Pat is ready to leave the village, each is earning between 5 and 15 pesos a week.

The village holds a party for Pat the day before she is to leave. There is music and many dishes of her favorite local foods. The children sing for her once more and the mayor makes a speech to thank her for her contributions to the community. Among the many small gifts she receives, is a miniature sack of salt.

IV.

RESOURCES

Peace Corps Resources

Peace Corps' Information Collection and Exchange (ICE) maintains a collection of books, manuals, information packets, case studies, and other resources on development topics. The Whole ICE Catalog, available from the Peace Corps ICE office in Washington, D.C. and each Peace Corps office incountry, describes many of these resources and provides ordering information for Peace Corps Volunteers and other development workers. Copies of many of the ICE publications, packets and reprints are available at Peace Corps incountry offices.

The address for Peace Corps ICE is:

Information Collection and Exchange
Peace Corps
Room M-701
806 Connecticut Avenue, NW
Washington, DC 20525
USA

ICE resources which may be useful to the development worker wanting to support women's enterprise development are (an asterisk following the reference number indicates that the resource is highly recommended):

(M-4) The Photonovel: A Tool for Development. Instructions for creating a visual teaching tool which can be used in many settings.

(M-18)* Agricultural Extension. Includes information on community organization and training.

(M-14) Guidelines for Management Consulting Programs for Small-Scale Enterprise. Focused primarily on providing management assistance to small owner-operated industrial firms, however, much of the background information may be helpful to the worker involved in smaller-scale, community-based endeavors.

(P-5)* Cooperatives. Packet of booklets on topics such as cooperative principles, financial management, and cooperative education. May be particularly valuable to the development worker with little background in finance and management.

(P-10)* Programming Ideas for Women in Development. A packet which includes the following highly recommended materials:

Criteria for Evaluation of Development Projects Involving Women (TAICH, 1975)

"Income Generating Activities with Women's Participation" (WID/AID, 1980)

Women and Handicrafts: Myth and Reality (Seeds, No. 4, 1981)

Village Women Organize: The Mraru Bus Service (Seeds, 1980)

The Markala Cooperative: A New Approach to Traditional Economic Roles (Seeds, No. 5, 1982)

Market Women's Cooperative: Giving Women Credit (Seeds, 1980)

(R-23A) Accounting for the Micro-Business: A Teaching Manual. System presented may be too complex for many community-based endeavors, but the manual could provide helpful background information for the development worker.

(R-2) Visual Aids. Provides examples of visual aids for teaching and includes suggestions for developing aids with locally available materials.

(T-15) A Trainer's Guide To Androgogy. Overview of process of adult learning.

(ED-35) Perspectives on Nonformal Adult Learning. Good background reading.

(SB-19) Projects, Training and Strategies for Generating Income, a Selected Bibliography. Most projects included are designed for women and out-of-school youth.

(WD-47) Credit for Rural Women: Some Facts and Lessons. Includes information on women's credit cooperatives and how they function.

(RE-08)* TAICH Directory 1983. Includes descriptions of 497 nonprofit organizations working in international development. Helpful guide to possible sources of funding and technical assistance.

(RE-18) Grants for International and Foreign Programs. Lists 1,383 grants of $5,000 or more available from 133 foundations.

NOTE: Peace Corps ICE also has technical information available which may be helpful when exploring or implementing a specific enterprise alternative, such as beekeeping or food preservation. The Whole ICE Catalog should be consulted for these resources.

Annotated Bibliography

How to Make Meetings Work, Doyle, Michael and Straus, David. 1976 (Jove Books, The Berkley Publishing Group, 200 Madison Avenue, New York, NY 10016 USA) 299 pp. $3.50.

This book explores the problems that commonly occur when people attempt to solve problems or make decisions as a group. The use of a facilitator, a neutral party who guides discussions without contributing to them, is recommended as a solution to these problems. Although the situations described occur in a corporate setting, the facilitator role is often appropriate for a development worker and should prove helpful to those who initiate nonformal education activities or lead discussions. Specific techniques are described.

Learning to Listen, A Guide to Methods of Adult Nonformal Education, Vella, Jane K. (Center for International Education, University of Massachusetts, Amherst, MA 01003) 58 pp. $4.00.

This book explains the basic concepts of adult education, gives information on working with groups, and describes the uses of roles, games, and folk material in nonformal education. Examples from cross-cultural settings are given.

Navamaga, Svendsen, Dian Seslar and Wijetilleke, Sujatha 1983 (The Overseas Education Fund, 2101 L Street, NW, Washington, DC 20037 USA) 156 pp. $12.00.

Women Working Together, Kindervatter, Suzanne. 1983 (The Overseas Education Fund, 2101 L Street, NW, Washington, DC 20037 USA) 103 pp. $10.00.

(These publications are available through ICE.)

These publications present nonformal education activities for use with groups of women. The topics covered include identifying needs, exploring and using resources, women and work, planning, and ideas for improved health and increased income. Instructions for the activities are clearly explained, as is the role of a group facilitator.

Single Entry Bookkeeping System for Small-Scale Manufacturing Businesses. Caye, Derry. 1977 (VITA, 1815 North Lynn Street, Arlington, VA 22209 USA) 55 pp. $7.50 (International Surface Mail)

This handbook presents a relatively simple process for keeping records of monthly transactions. Includes sample bookkeeping forms.

NOTE: VITA is a valuable resource for technical information on a wide range of topics. A current publications catalog is available from VITA Publications Services, 80 South Early Street, Alexandria, VA 22304 USA.

Ecuador Non-Formal Education Project, Technical Notes. 1972 - 1976 (Center for International Education, University of Massachusetts, Amherst, MA 01003) $2.00 each. (Available from ICE.)

Series of thirteen Technical Notes which describe methods and techniques developed and used in the Ecuador Non-Formal Education Project. Of the thirteen, the following may be particularly helpful to an enterprise development worker:

Technical Note #4 Market Rummy. A game that simulates market situations to train/practice basic math skills.

Technical Note #8 Math Fluency Games. Games for practicing skills needed in arithmetic operations.

Financial Resources

Many established international sources of funding/credit for development projects do not make grants or loans in small enough amounts to be appropriate for most communitybased enterprises. If the group does not have adequate financial resources to start or expand its business, the development worker and members should first explore local, incountry sources of funds. For example, local banks may participate in a national small business development credit program. PVOs operating incountry and national NGOs may also have established enterprise development funds or credit programs. Other options are:

Peace Corps. Many Peace Corps offices have established incountry funds to provide seed money to community-based endeavors that are being assisted by a Peace Corps Volunteer. PCVs are encouraged to contact their APCD regarding such funds.

Trickle Up Program, Inc. Trickle Up provides grants in the amount of US$100, paid in two $50 installments, to profit-making enterprises. Basic requirements are:

1) The enterprise must be planned and operated by a group of five or more individuals who can invest at least 1,000 hours in the endeavor in a 3-month time period.
2) The group must have or be able to get any necessary approvals and/or resources.
3) The endeavor must be expected to make a profit and provide continuing and expanding levels of self-employment.
4) At least 20% of the profit must be reinvested.
5) The group must send reports of the enterprise and results to Trickle Up.

Peace Corps Volunteers can get more information and a Trickle Up application from their incountry Peace Corps office or from ICE. Others may write Trickle Up for these materials. The address is:

Trickle Up Program, Inc.
54 Riverside Drive, Suite PHE
New York, NY 10024 USA

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Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

Peace Corps overseas offices:

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